

**DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE XI
STUDENTS OF FISHERY STUDY PROGRAM**

A Thesis

Presented as a Partial Fulfilment of the Requirements for the Attainment of
Sarjana Pendidikan Degree in English Language Education



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2014**

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STUDENTS OF FISHERY STUDY PROGRAM**

A THESIS

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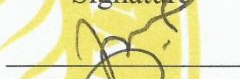



DEVELOPING ENGLISH LEARNING MATERIARS FOR GRADE XI STUDENTS OF FISHERY STUDY PROGRAM

A THESIS

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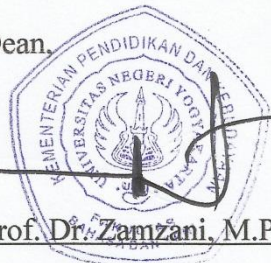
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MOTTO

“Expect great things from God. Attempt great things for God.”

--William Carey

"Man cannot discover new oceans unless he has the courage to
lose sight of the shore." -André Gide

DEDICATION

I dedicate this thesis to my super parents.

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The researcher,

Febriyani Asih Rahayu

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DEVELOPING ENGLISH LEARNING MATERIARS FOR GRADE XI STUDENTS OF FISHERY STUDY PROGRAM

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ABSTRACT

This study aims (1) to describe the target needs of grade XI students of Fishery Study Program, (2) to describe the learning needs of grade XI students of Fishery Study Program, and (3) to develop English learning materials for grade XI students of Fishery Study Program.

This research belongs to Research and Development (R&D). The subjects of the research were grade XI students of Fishery Study Program at SMKN 1 Bawang, Banjarnegara. The research procedure was adapted from the research procedure proposed by Borg and Gall (1983) and materials development procedure from Jolly and Bolitho in Tomlinson (1998). The steps of this research are conducting the needs analysis, developing a course grid, designing materials, expert judgment, and writing the final draft. There were two questionnaires used to collect the data. The first questionnaire was used to collect data in need analysis while the second questionnaire was used to collect the data about the appropriateness of the materials in the expert judgment. The data was analyzed using descriptive statistics.

Based on the target needs and learning needs, three units were developed in this study. Each unit consists of introduction, lesson proper (spoken and written cycle), reinforcement, and unique facts tasks ranging from 24 to 28 tasks. The inputs are spoken and written texts, vocabulary lists, and grammar explanation. The activities include answering questions, completing texts, arranging jumbled words and sentences, writing texts, and role plays. Most of activities are done in pairs. Based on the expert judgment data, the mean value of all aspects of the developed materials is 3.91. Therefore the developed materials are categorized “Very Good”.

CHAPTER I

INTRODUCTION

A. Background of the Study

Vocational high school is a type of secondary education in which the specification is preparing the students to work in certain field soon after they graduate as stated in the act of national education system no. 20 year 2003 article 15 about national education objective. Government rule no. 17 year 2013 article 80 categorizes study programs in vocational high schools into nine: *Teknologi dan Rekayasa, Teknologi Informasi dan Komunikasi, Kesehatan, Agribisnis dan Agroteknologi, Perikanan dan Kelautan, Bisnis dan Manajemen, Pariwisata, Seni Rupa dan Kriya* , and *Seni Pertunjukan*.

In terms of English teaching, according to the National Education Standards Agency (2006) for vocational high schools, English aims to make students proficient in both written and spoken language to support their competence in a certain study program.

To reach the objective, there are some factors to consider such as teachers, media, materials, etc. Materials take important part in the process of teaching and learning. The materials give students input to develop their knowledge and improve their skills. Tasks provided within the material also help students to practice and give them exposure about English. Based on the objectives of vocational education, the English material used in the

learning process should be adjusted to the study programs. It aims to fulfill the students' needs so they can maximize their skills.

Unfortunately, materials for vocational high schools which are provided by the government and publishers are still too general. Although the materials are different from the materials used in Senior High School, they are not specified into certain study programs whereas, English needed by students when they get jobs later or when they continue studying in the higher level will be different.

A study program offered in vocational high schools is fishery. Students of Fishery Study Program learn everything about fish in expertise lessons including the characteristics of fish, how to cultivate them, how to feed them, etc. since after graduation, the students are expected to work in fishery industry both locally and globally. Ideally English materials used to teach students of fishery study program have relevance to their field. In fact, the materials are too general and do not support their knowledge in the field of fishery.

Regarding the problem stated above, the researcher realizes that providing English materials for students of Fishery Study Program is important since the material available is not relevant while the students need English that has relation to the fishery field both now and in the future. The design of materials will refer to curriculum 2013.

B. Identification of the Problems

Based on the interview and observation conducted in January 2014, Curriculum 2013 in SMKN 1 Bawang had not been implemented well . It happened because there was limited training for English teachers dealing with explanation and implementation of Curriculum 2013. Besides, the materials designed by following the standard of Curriculum 2013 were very limited. Therefore, the teacher used materials taken from course books designed based on KTSP 2006 and worksheet to support the teaching and learning process. He also used additional materials taken from the internet and other sources. However, the researcher found some problems dealing with materials used by the teacher to teach fishery students.

First, the course book used to teach fishery students was still too general. It meant there was not any differentiation for each study program whereas the needs were different. The book entitled “English for SMK” published by National Education Department in 2008 contained general themes and topics that were not relevant to with fishery field. For example the themes were banking, shopping, movie, etc. None of them is relevant to the fishery field.

Second, the problem was found in worksheet entitled *Modul Bahasa Inggris untuk SMA/SMK/MA/MAK*. It was published by CV. Hayati Tumbuh Makmur, Solo. From the title, it could be known that the worksheet was made not only for vocational high schools students but also

for that of senior high schools. Although it was organized by referring to curriculum 2013 standard, the contents were still generalized for all study programs. Some little examples of essay were biography of Malcolm X, United Nation, legend of *Malin Kundang*, etc. The topics mentioned above don't really support the needs of students of fishery study program.

The third problem dealt with the availability of audio materials. Although the school had a good language laboratory with supporting facilities, most audio materials were materials for national examination. Therefore, the materials were mostly used by third grade students while Grade X and XI students rarely used this laboratory.

The last problem was materials for TOEIC (Test of English for International Communication) preparation. Vocational high schools students have to take the test before graduation and reach a minimum score in order to get a certificate. The document is needed as one of requirements when they want to apply jobs in some companies. That is why the students need good preparation in order to pass the test. Unfortunately the school doesn't have the materials that are specially designed for TOEIC preparation.

C. Delimitation of the Problem

Developing all types of materials which were stated above would consume too much time. Therefore the researcher focused on developing materials in the form of course book for grade XI students of fishery study program of SMK Negeri 1 Bawang.

D. Formulation of the Problem

1. What are the target needs of grade XI students of Fishery Study Program?
2. What are the learning needs of grade XI students of Fishery Study Program?
3. What are appropriate English materials for grade XI students of Fishery Study Program?

E. Research Objectives

The objectives of the research are to:

1. describe the target needs of grade XI students of Fishery Study Program.
2. describe the learning needs of grade XI students of Fishery Study Program.
3. develop English materials for grade XI students of Fishery Study Program.

F. Research Significances

This study is expected to give contribution to:

1. English Teacher

The teacher can use the the material as additional source in teaching students of Fishery Study Program and this study can motivate the teachers to develop such kind of materials for other study programs.

2. For students

This research provides appropriate material for students of of fishery study program so they can learn many vocabularies related to their need to support their competences and their future .

CHAPTER II

LITERATURE REVIEW, RELEVANT STUDIES AND CONCEPTUAL FRAMEWORK

Based on the research objectives, this chapter presents some theories of English in vocational high schools, English for specific purposes, Content-Based Instruction, Learning Materials, Unit Development, Task Development, and Material Evaluation. At the end of the chapter the whole process of the materials development will be summarized in conceptual framework.

A. Literature Review

1. English learning at vocational high schools

a. English curriculum of the vocational high schools

The implementation of curriculum 2013 makes some changes in the area of English teaching in vocational high schools including the process, learners' role, teachers' role, and the materials. English is taught only two periods a week. English is not categorized as adaptive lesson anymore but it belongs to group A (compulsory subject). Subjects that should be learned by learners in vocational high schools now are divided into three parts. Two of them are compulsory subjects and the rest is expertise subjects. To make it clearer, below is the table of subjects for Fishery and Marine study program of vocational high schools according to ministry of education and culture regulation number 70 year 2013:

Table 2.1. The organization of subjects for fishery study program

MATA PELAJARAN		KELAS DAN SEMESTER					
		X		XI		XII	
		1	2	1	2	1	2
Kelompok A (Wajib)							
1	Pendidikan Agama dan Budi Pekerti	3	3	3	3	3	3
2	Pendidikan Pancasila dan Kewarganegaraan	2	2	2	2	2	2
3	Bahasa Indonesia	4	4	4	4	4	4
4	Matematika	4	4	4	4	4	4
5	Sejarah Indonesia	2	2	2	2	2	2
6	Bahasa Inggris	2	2	2	2	2	2
Kelompok B (Wajib)							
7	Seni Budaya	2	2	2	2	2	2
8	Prakarya dan Kewirausahaan	2	2	2	2	2	2
9	Pendidikan Jasmani, Olah Raga dan Kesehatan	3	3	3	3	3	3
Kelompok C (Peminatan)							
C1. Dasar Bidang Keahlian							
10	Fisika	2	2	2	2	-	-
11	Kimia	2	2	2	2	-	-
12	Biologi	2	2	2	2	-	-
C2. Dasar Program Keahlian		18	18	-	-	-	-
C3. Paket Keahlian		-	-	18	18	24	24
TOTAL		48	48	48	48	48	48

In KTSP curriculum, there were some differences between English taught in senior high schools and vocational high schools. In 2013 curriculum, all subjects belonged to group A and B are the same for Senior High School ,Vocational high schools as well as schools which have the same level. Therefore, both senior high schools teacher and vocational high schools teachers use the same syllabus which is made by national education ministry with communication and learning as the main aims.

In curriculum 2013, student's Talking Time (STT) will be more dominant than Teacher's Talking Time (TTT) in teaching and learning

process. Students will learn and actively explore their skill while teacher's role is only as facilitator. Further, character education becomes the main concern of curriculum 2013.

To reach the goals, English in vocational high schools are set in Core Competence and Basic Competence (KI-KD). The level is not categorized as novice, elementary, and intermediate anymore like in KTSP curriculum but it is divided into grade X, XI, and XII like in senior high schools. In addition, all English macro skills are integrated.

Further, the method used in curriculum 2013 is scientific method. This method aims to give the learners skill and knowledge through experiencing. There are six steps of scientific method in English teaching and learning.

1. Observing

In this step, learners are asked to observe things or phenomenon in language by listening or reading text to list items they need to know in comprehending and producing texts.

2. Questioning

Learners are asked to formulate questions about items they want to know and they also include temporary answers of the questions based on their knowledge and experience.

3. Collecting

Learners collect data and information to answer the question formulated before. The process of data collection can be done by observation, interview, reading book, searching data on internet, etc.

4. Analyzing

Data which have been gathered are sorted and classified based on the need to answer the formulated questions. Learners should be able to sort the necessary data and unnecessary data..

5. Communicating

In this step, learners communicate the answers of the questions to others orally and in writing.

6. Creating

Information that the students comprehend through the experience in the previous steps is now expressed orally and/or in writing. Learners are asked to express their thought and ideas.

b. Fishery Study Program

Considering the part of Indonesia that 70% of it is in the form of sea, human recourses with high knowledge and good skill are needed to manage the natural recourse produced by the sea to develop fishery and marine field. Therefore some vocational high schools in Indonesia offer fishery and marine as one of their study programs. The aim of fishery study program is to develop students' skill, knowledge, and attitude in the field of fishery.

After graduation, the students are expected to work in fishery industry both locally and globally. In local industry, they can be entrepreneur by running fishpond or building home industry that produces food made from fish. In global industry, they can work in foreign companies that are good in fishery like in Japan, South Korea, Spain, Thailand, China, Vietnam, and

Australia. Some students of Fishery Study Program continue their study to university and they can work in fishery and marine ministry. Therefore they need English to communicate with others.

Considering the need of fishery students' graduation, the researcher thinks that students of fishery study program need English materials that are relevant to fishery and marine to support their careers later on. In relation to that, they need English for specific purposes. Therefore next part will discuss English for specific purposes.

2. English for Specific Purposes (ESP)

English for fishery students can be categorized as English for specific purposes because what they need is English for fishery field, not general English. This part presents the definition of ESP, need analysis and syllabus design.

a. Definition of English for Specific Purposes

English for specific purpose is a branch of English as a foreign language (EFL)/English as a Second Language (ESL). Therefore, the parts covered by ESP are narrower than General English. Typically, ESP has functioned to help language learners cope with the features of language or to develop the competencies needed to function in a discipline, profession, or workplace (Basturkmen, 2006 :6). There is no absolute definition of ESP. Hutchinson and Waters (1987 :16) define ESP as an approach to language teaching with aims to meet students' need in the target situation in which all decisions as to

content and method are based on the learner's needs. Therefore, ESP is English language teaching which is designed to meet specified needs of the learners. It means before teaching or designing material in ESP teachers should know what is needed by target learners. The process of getting information about learner's need is called needs analysis.

b. Needs Analysis

One thing that should become the starting point when one develops learning materials for specific purposes is the learners' needs. This is in line with the first step of developing learning materials for general purposes as well as that for English as a specific purposes (ESP) proposed by Hutchinson and Waters (1987:3) who states that ESP is a course which is designed to meet learners needs. To get information about the learners, one should conduct needs analysis.

According to Richards (2006: 12) needs analysis is an activity to determine the kinds of communication learners would need to master if they were in specific occupational or educational roles and the language features of particular settings. The information can be gathered through observation, surveys, interviews, situation analysis, and analysis of language samples collected in different settings. The result of analysis has function to determine specific characteristic of language like vocabulary choice, grammar, text type, functions, and

particular skills, when it is used for specific purposes (Richards, 2008: 12).

The reasons of conducting needs analysis before designing a course are listed by Richards (2001: 53) as follows:

- a. To determine the current levels of language learners
- b. To determine how many learners who need language training.
- c. To identify learners' perceptions of language difficulties being faced.
- d. To ascertain the types of transactions will be performed in English.
- e. To determine the language characteristics of those transaction
- f. To assess the extent to which learners' needs are met by currently available textbook and other sources

Hutchinson and Waters (1987 : 54) divide needs into two types : target need and learning need. Target need is seen as what the learner needs to do in the target situation. Target needs include necessities, lacks, and wants. Necessity is what the learner has to know in order to function effectively in target situation. Knowing the necessities only is not enough, we also need to know the lacks. It is necessary to know what the learners know already or learner's present knowledge so a teacher can decide which of the necessities of the learners' lacks. The last one dealing with target needs is wants. Want is what learner asks to learn.

The second type of needs is learning needs. Hutchinson and Waters (1987: 60) define learning needs as what knowledge and abilities will the learners require in order to be able to perform to the required degree of competence in the target situation.

c. Syllabus Design

After getting information about the learner from needs analysis process, the next step that can be conducted by a developer is creating a syllabus. It is a document which says what will or what should be learnt. One of the reasons of having syllabus is that a syllabus provides a set of criteria for material selection and/or writing (Hutchinson and Water, 1987: 84)

In planning the syllabus, Basturkmen (2010: 61) suggests teachers/course developers to make decisions about what to include in terms of:

- types of units -- skills, vocabulary, genres, functions, notions and disciplinary, professional or cultural content
- items in the units -- which genres, semantic sets and functions
- sequencing – what should come first, second and so forth and decisions made according to considerations such as: immediate and less immediate need, level of difficulty with easier items before more difficult items and logical flow.

Furthermore, Hutchinson and Water (1987) add that a syllabus should be developed based on some characteristics:

- a. consist of a comprehensive list of
 - content items (words, structures, topics)
 - process items (tasks, methods)
- b. is ordered (easier, more essential item first)
- c. has explicit objectives (usually expressed in introduction)
- d. is a public document
- e. may indicate time schedule
- f. may indicate a preferred methodology or approach
- g. may recommend materials

In creating a good syllabus, a developer should consider the characteristics of syllabus listed above therefore it can ease both the teacher to organize the class and material developer to develop the units.

3. Content-Based Instruction (CBI)

a. Definition of Content-Based Instruction

Principles and the application of CBI are considered as the most appropriate method in teaching vocational high schools students because they place content as starting point. Krahne in Richards (2006: 27) defines CBI as the teaching of content or information in the language with little or no direct effort to teaching the language itself separately from content being taught. In line with Krahne, Richards and Rodgers (2001: 204) say that CBI prefers organizing teaching around content and/or information rather than organizing teaching around linguistic or syllabus. Content is defined as the information or subject matter that is learnt or communicated through language rather than the language used to convey it (Richards, 2006: 28). Therefore in Content Based Instruction, learners will focus more on content rather than in language. Language is a means to

convey the content. This method leads learners to learn both content and language at the same time.

b. Principles of Content-Based Instruction

In Content-Based Instruction, learners learn language through content. Language is just a means to convey the meaning. Concerning with that, there are some concepts of CBI principle. The first one is proposed by Richards and Rodgers (2001: 207) who say that there are two core principles in Content-Based Instruction. The first is that people learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself. This principle believes that language will be more effective if it is learnt together with content, not separately. The second principle is that Content-Based Instruction better reflects learners' need for learning a second language. It has an assumption that the reasons learners learn a language is not only the language itself but also the content of academic or others.

Similar principles of content-based instruction are proposed by Brinton as cited in Nunan (2004: 132) which are elaborated into five into five items.

The first principle is base instructional decisions on content rather than language criteria. In CBI, content is used as consideration in selecting the language items. It means the content is determined first, and then language focus comes later. The second principle is integrating skills. This principle integrates the four skills of language in the process of teaching as well as

in developing materials while putting grammar and vocabulary as parts of it. This reflects what communication happens in real life where interactions involve multiple skills. The third principle is involving students actively in all phases of the learning process. CBI believes that learners learn better by doing and are engaged in learning process. They are encouraged to be more independent, not always depend on the teacher as the source of all information. The fourth principle is choosing content for its relevance to students' lives, interests and /or academic goals. The choice of content in CBI course depends on the students. In some contexts like in immersion program, it depends on the school subjects being taught while in vocational high schools the content can be organized based on the study programs. The last principle is selecting authentic texts and tasks. Texts and tasks which are not specially designed for classroom activity will help learners to get closer with real life content.

From some principles proposed by Richards as well as Nunan, it can be concluded that CBI believes that language is learnt better if it is used as means to understand the content, not separately taught. The use of authentic material becomes one concern since the learners are expected to use language communicatively in real world.

c. Theory of Language

Language is a means to communicate. Richards and Rodgers (2001: 207) raise three issues dealing with the nature of language. The first one is that Language is text-and discourse-based. Basically learning language

is learning how to communicate and construct a meaning through text (written) as well as discourse (oral). It is not only learning a single sentence but also studying of the textual and discourse to make it meaningful structure like letters, discussions, essays, etc.

The second nature of language is that language use draws on integrated skill. In the CBI's point of view, language use is seen as involving several skills together, at the same time. It reflects how the real communication happens in real life. Students might listen to a recording while taking a note. In this case, listening skill is integrated with writing skill while grammar is seen as a component of those skills. Therefore a material developer who tends to use CBI's model should consider this thing as a reference in developing the tasks.

The last is that language is purposeful. It is used for specific purposes. It can be academic, occupation, and other with aims to give announcement, direction, etc.

Those three nature of language described above depict the use of language in real life in which people always communicate around content or topic and with a certain purpose. During the communication, they will use some skills simultaneously. For example, in having conversation, they use listening and speaking, and in presentation, they use listening skill and writing skill. Thus, the process of language learning in classroom should represent the use of language in real life as presented above.

d. Theory of Learning

Regarding some principles of CBI, there are some theories of learning proposed by Richards and Rodgers (2001: 209) as presented below:

- a. People learn a second language most successfully when the information they are acquiring is perceived as interesting, useful and leading to desired goal.
- b. Some content areas are more useful as a basis for language learning than others.
- c. Students learn best when instruction addresses students' needs.
- d. Teaching is built from the previous experience of the learners.

The learners learn better when the material is appropriate with their needs and wants. In addition in the process of learning, the learners are actively involved. Further, CBI believes that to build learners' interest and motivation teacher should use the learners' experience.

e. The Role of Teacher

In CBI, learners learn language through content. Therefore, the teachers is not only a good language teachers but they must have good knowledge in the subject matter and able to elicit that knowledge from their students (Stryker and Leaver 1993: 292). In context of vocational high schools, English teachers should have coordination with productive subject teachers in order to have good knowledge in subject matter. For example, in teaching English for students of fishery study program, an

English teacher needs to have discussion with fishery teachers in order to synchronize the language and the content. Such condition will make the learning process more meaningful.

Furthermore, According to Evans and John (1998), the ESP instructor has five roles to perform: teacher, course designer and material provider, collaborator, researcher, and evaluator. Dealing with teaching, the ESP instructors need to formulate the goals and objectives before determining the content and selecting appropriate materials for learners. Sometimes teachers may need to work with and even team-teach with the school subjects teachers. They should also engage in classroom action research to solve instructional problems and improve teaching practice. And they also need to evaluate their course regularly to identify learners' problems and to make proper adjustments. As we can see, it is absolutely not easy to be an effective and competent ESP teacher.

f. The role of learner

In CBI, learners are expected to be autonomous (Stryker and Leaver 1993: 286). They should not only depend on the teacher but also be active in searching any learning source. This will lead them to be independent. Further CBI is in the "learning by doing" school of pedagogy (Richards and Rodgers, 2001). This sees learners as active participants in several dimensions. Learners are expected to be active interpreters of input, willing to tolerate uncertainty along the path of

learning, willing to explore alternative learning strategies, and willing to seek multiple interpretations of oral and written texts.

g. The role of materials

Richards and Rodgers (2001: 215) state that appropriate materials in Content-Based Instruction are materials that are used typically with the subject matter of the content course. It means authenticity of material is needed to introduce the learners with the real text or discourse in real life.

Authentic materials are said as materials that were not originally produced for language teaching purposes (Brinton et al., 1989: 17). However sometimes the language used in authentic materials is too complex in terms of linguistic and the content itself therefore it becomes less comprehensible for the learners. It is why Content-Based Instruction proposes that materials may need modification in order to ensure maximum comprehensibility of the learners by adding or reducing something to the material. Material development in Content-Based Instruction will be discussed in the following part.

4. Text-Based Instruction

The implementation of Curriculum 2013 makes some changes related to the steps of teaching and learning process. However, the contents are still similar to the previous curriculum in which the contents are organized in the form of texts.

Text-Based Instruction or Genre-Based Instruction sees communicative competence as involving the mastery of different types of texts (Richards,

2006: 36). Text can be defined as structured sequences of language that are used in particular contexts in particular ways. Spoken texts may cover conversation with friends and family, telephone call, presentation in workplace, etc. Written texts can be in the form of letter, information in newspaper, poster, manual, etc.

Feez and Joyce in Richard (2006:36) Text-Based Instruction is an approach to teach language which have several characteristics. First, the structures and grammatical features of spoken and written text are taught explicitly. Second, the use of spoken and written texts is linked to the cultural context. Then, the design of work units focuses on developing students' skill in relation the whole text. The last one is providing students with guided practice to improve their language skill for meaningful communication through the whole text.

Texts which are taught at Vocational high schools may cover many text types. The text types are procedures, explanations, descriptions, expositions, explanations, recounts, narratives, reports, and short functional texts.

5. English Learning Materials

a. Definition of learning materials.

Tomlinson (1998: 2) defines materials as anything which can be used by teachers or learners to facilitate the learning of a language (linguistic, visual, auditory or kinesthetic). Materials are not only in the form of a textbook, but they can be cassette, a CD-ROM, a video, a newspaper, a

paragraph written on a whiteboard or anything which presents or informs about the language being learned. The teacher can use various materials to make students interested in learning. Furthermore, in this global era, internet and other digital tools can be used to facilitate learning. All those materials have function in making the language easier to learn.

Tomlinson (1998) states some ideas dealing with material as listed below:

- a. Materials can be informative. It informs the learner about the target language being learned.
- b. Materials can be instructional. It guides the learner in the process of practicing the language
- c. Materials can be experiential. It provides experience of the language in use for the learners therefore if they face the same condition, they will be able to apply their knowledge.
- d. Materials can be eliciting. Material can encourage the learners to use the language
- e. Materials can be exploratory. Material helps the learner to make discoveries about the language and keep explore their competence in using language.

b. Criteria of Good Materials

Hutchinson and Waters(1987: 107) states that good materials contain interesting texts, enjoyable activities that engage learners' thinking capacities, give opportunities for learners to use their existing

knowledge and skills, and have content which both learners and teachers can cope with. In accordance, Tomlinson (1998) provides some principles of good materials which are presented below:

- 1) Materials should achieve impact.
- 2) Materials should help learners to feel at ease.
- 3) Materials should help learners to develop confidence.
- 4) What is being taught should be perceived by learners as relevant and useful.
- 5) Materials should require and facilitate learner self-investment.
- 6) Learners must be ready to acquire the points being taught.
- 7) Materials should expose the learners to language in authentic use.
- 8) The learners attention should be drawn to linguistic features of the input.
- 9) Materials should provide the learners with opportunities to use the targetlanguage to achieve communicative purposes.
- 10) Materials should take into account that the positive effects of instruction are usually delayed.
- 11) Materials should take into account that learners differ in learning styles.
- 12) Materials should take into account that learners differ in affective attitudes.
- 13) Materials should permit a silent period at the beginning of instruction.
- 14) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.
- 15) Materials should not rely too much on controlled practice.
- 16) Materials should provide opportunities for outcome feedback. English language teaching materials should be flexible.

Based on the criteria of good materials proposed by Hutchinson and Water (1987) and Tomlinson (1998), it can be concluded that good materials should have contents and activities that can make the learners feel easy and lead them to be independent learners. Further, materials should be able to encourage the learners to maximize their knowledge.

c. Materials Development

According to Tomlinson (2012) materials development refers to all the processes made by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research.

a. Procedures of materials design

The steps or procedure of materials development include the design, implementation, and evaluation of language teaching materials.

Dick and Carey (1990) suggest ten components of the systems approach model :

- identify an instructional goal,
- conduct an instructional analysis,
- identify entry behaviors and characteristics,
- write performance objectives,
- develop criterion-referenced test items,
- develop an instructional strategy,
- develop and/or select instructional materials,
- design and conduct the formative evaluation,
- revise instruction,
- conduct summative evaluation.

To design accurate teaching materials, a developer should consider each component in the procedures. In other words, suitable teaching/learning materials should fulfill each of the other components in the system approach.

b. The Model of Materials Design

Jolly and Bolitho as cited in Tomlinson (1998: 98) propose a model of material development as presented below:

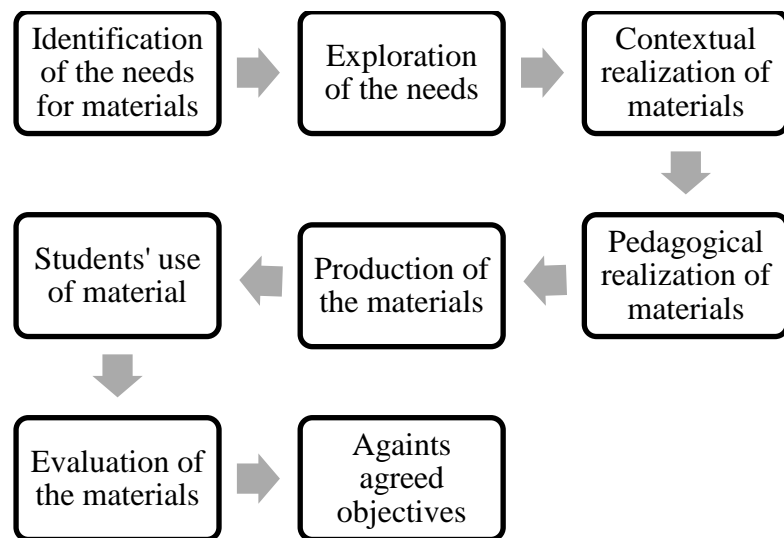


Figure 2.1 Jolly and Bolitho's model of material development process (1998: 28)

From the figure 2.1 above, it can be seen that the main points of material design are needs analysis, material production, and material evaluation. The production of material is conducted after collecting the information about the needs

6. Unit Development

a. The Model of Unit Design

Materials are developed from several units. It aims to make it easier by classifying the materials according to certain aspects called unit. In accordance to that, the contents of the units should be comprehensible and provide effective steps to make learning meaningful. Nunan (2004 : 31) proposes six steps of unit development as presented below:

a. Schema building

In this step, students are introduced to the topic, key vocabulary and expressions needed in completing the tasks.

b. Controlled practice

The next step is to provide students with controlled practice in using the target language vocabulary, structures and functions.

c. Authentic listening practice

Learners are involved in intensive listening practice. The text can be spoken by native speakers. This step would expose them to authentic or simulated conversation.

d. Focus on linguistic elements

This step lets the students now get to take part in exercises in which the focus is on one or more linguistic elements. They might listen again to the conversations from step C and note the different intonation for different types of question.

e. Provide freer practice

In this step, the students have freer practice, where they move beyond simple manipulation. Information gap is one of example of freer practice where students are asked to act out as people in real communication,

f. Introduce the pedagogical task

The final step of the instruction sequence is the introduction of the pedagogical task itself – in this case a small group task in which the

participants have to study a set of newspaper advertisements and decide on the most suitable place to rent.

b. Task grading, sequencing, and integrating

The contents of some existed course books are graded in various ways. The grammatical list becomes one choice in grading a book. For example, subject pronoun and verb “be” are introduced in unit 1, while past simple is introduced in unit 2 or 3. In addition, descriptive text always comes in the first unit while a text with slightly higher complexity is introduced next. According to Nunan (2004: 13) the decision of what come first in a unit depends on the belief of the course book writer or syllabus designer about grading, sequencing and integrating content.

However, generally a course book is always graded by the level of complexity. Easy and simple material usually comes first as the basic of language learning while the complex material is introduced later after the learners comprehend the basic concept. This is in line with second and third principle proposed by Tomlinson (1998) who states that materials should help learners to feel at ease and help learners to develop confidence. When in the beginning the learners are introduced with light material, they will be more confident in learning the next part and will think that learning language is easy. Therefore the grading, sequencing, and integrating task should be well noticed by a material developer or book writers.

Grading has been described in the following way:

the arrangement of the content of a language course or textbook so that it is presented in a helpful way. Gradation would affect the order in which words, word meanings, tenses, structures, topics, functions, skills, etc. are presented. Gradation may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner.

(Richardss, Platt and Weber 1986: 125)

The content introduced in unit 1 of a course is selected either because it is considered to be easy, or because it occurs frequently, or because the learner needs it immediately for real-world communication.

c. Grading input

When selecting a text as listening and reading input, a material developer should consider some factors since sometimes the input can cause difficulty for the learners (Nunan 2004: 114).

The first thing should be considered in grading is input complexity. A text that contains simple sentences will be easier to understand than one which is made up by complex sentences. In addition, the complexity of grammar is affected by factors such as the length of a text, the amount of low-frequency vocabulary, the speed of spoken texts and the number of speakers involved, the explicitness of the information, the discourse structure, and the clarity with which this is signaled. Furthermore, a text with headings and sub-headings which is supported with photographs, drawings, tables, graphs and so on should be easier to process than one in which there is no contextual support. (Nunan, 2004: 115)

Hammond and Derewianka in Nunan (2004) say that genre or type of text is another factor that has an impact on processing difficulty. For example, that narratives, recounts and descriptive texts will be easier to process than abstract or argumentative texts involving the expression of opinions.

d. Learner Factors

Pearson and Johnson in Nunan (2004: 118) argue that comprehension is a process of building bridges between the known and the unknown. When trying to comprehend language, learners will use their existing knowledge or background knowledge and fit it to the present situation. However, if the existing knowledge does not fit to the existing framework, the learners will try to modify or adapt it.

In addition to background knowledge, Brindley in Nunan (2004: 120) suggests that, learner factors will include confidence, motivation, prior learning experience, learning pace, observed ability in language skills, cultural knowledge / awareness and linguistic knowledge.

e. Task Continuity

The terms 'continuity' refers to the interdependence of tasks, task components and supporting enabling skills within an instructional sequence. When planning instructional sequence, Nunan (2004: 125) proposes the same steps to make activities gradually increase from demanding, moving from comprehension-based procedures to controlled production activities and exercises, and finally to free

practice or real communicative interaction. The possible steps of grading, sequencing, and integrating tasks are presented below:

Table 2.3: grading, sequencing, and integrating task steps

Phases	Steps within phases
A. Processing (comprehension)	<ol style="list-style-type: none"> 1. Read or study a text – no other response required. 2. Read or listen to a text and give a non-verbal, physical response (e.g. learner raises hand every time key words are heard). 3. Read or listen to a text and give a non-physical, non-verbal response (e.g. check-off a box or grid every time key words are heard). 4. Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard).
B. Productive	<ol style="list-style-type: none"> 5. Listen to cue utterances, or dialogue fragments and repeat them, or repeat a complete version of the cue. 6. Listen to a cue and complete a substitution or transformation drill. 7. Listen to a cue (e.g. a question) and give a meaningful response (i.e. one that is true for the learner)
C. Interactive	<ol style="list-style-type: none"> 8. Role play (e.g. having listened to a conversation in which people talk about their family, students, working from role cards, circulate and find other members of their family). 9. Simulation/discussion (e.g. students in small groups share information about their own families). 10. Problem-solving / information gap (e.g. in an information gap task, students are split into three groups; each group listens to an incomplete description of a family; students recombine and have to complete a family tree, identify which picture from a number of alternatives represents the family, etc.).

Those ten steps that are divided into three groups presented above show the activities that provide students guided practice into free

practice gradually. The activities in the phases lead students to be independent gradually by processing the simplest response up to the complicated one.

f. Within Task Sequencing

In previous part, it has been discussed how to sequence tasks in a unit facilitate learners in learning language effectively. However, the sequence within the task itself is should be considered. Nunan (2004: 128) sequences a task into three phases: a pre-task phase, a task-proper phase and a follow-up phase. The pre-task phase has similar function as schema-building tasks in larger instruction sequences. It can help students to recall/ learn useful words and phrases, generates interest, and rehearses essential language that will be needed to complete the task. In the task-proper phase learners are asked to complete the task. In the follow-up phase they get a comment from the teacher, report the results of the task back to the class, and may receive corrective feedback from the teacher.

7. Tasks Development

a. Definition of Tasks

Task-based learning is an alternative approach to communicate language teaching because a task involves a primary focus on meaning, real-world processes of language use and any of the four language skills. A task is defined as an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve

an outcome (Willis, 1996). This is in line with Ellis's opinion (2003) which says that in contrast with exercise that tends to be form-focused activity, task gives attention more to meaning-focused activity. While some characteristics of a task are proposed by Richards (2006: 31) to define the word 'task':

- It is something that learners do or carry out using their existing language resources.
- It has an outcome which is not simply linked to learning language, though language acquisition may occur as the learner carries out the task
- It involves a focus on meaning
- In the case of tasks involving two or more learners, it calls upon the learners' use of communication strategies and interactional skills.

From some definitions proposed by Willis, Ellis, as well as Richards, it can be drawn that task is an activity to improve learners' knowledge and communicative skill in which the focus is the meaning, rather than language form. The outcome is not learning language but language will be acquired during the process. Task-based learning focuses on meaning and communicative activity. Therefore, students need real-world tasks or authentic tasks. It means the tasks are not specially designed for classroom activity. Thus, it focuses on the use of authentic language and on asking students to do meaningful.

b. Task types

Tasks can be distinguished into two as proposed by Richards (2006) and Nunan (2004): pedagogical tasks and real-word task. Nunan (2004 : 4) says that pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating,

producing or interacting in the target language in order to express meaning in which the intention is to convey meaning rather than to manipulate form. Richards (2006 : 31) adds that a pedagogical task requires the use of specific interactional strategies and specific types of language (skill, grammar, vocabulary). When two learners are to find differences between two similar pictures, it is called pedagogical task.

The second type of task is real-world task. It refers to the uses of language in the world beyond the class-room (Nunan, 2004: 1) and which might be considered a rehearsal for real-world task (Richards, 2008: 31). Therefore the activity represents actions that actually happened in real life like role play for job interview, hotel reservation, buying and selling conversation, etc.

Since the focus of this methodology is authenticity, tasks that are provided are authentic tasks such as tasks which include reserving hotel room, visiting a doctor, conducting an interview, calling customer service for help, etc. However, comprehensibility becomes another consideration in this issue since sometimes the language use in authentic materials is too complex and difficult to understand for language learners. Therefore the material should be adjusted to learners' knowledge in order to make it comprehensible. The material will be developed in this research is a combination between real-world task and pedagogical task.

c. Task components

In developing a good task, one should consider several components that should be present in task. Task components can be said as things that should be present in a task in order to create a meaningful activity for learners. The emergence of those components can support the function of the task in facilitating learners' in learning language. Shavelson and Stern (1981) propose some considerations in developing tasks:

- Content: the subject matter to be taught.
- Materials: the things that learners can observe/manipulate.
- Activities: the things that learners and teachers will be doing during a lesson.
- Goals: the teachers' general aims for the task (these are much more general and vague than objectives).
- Students: their abilities, needs and interests are important.
- Social community: the class as a whole and its sense of 'groupness'.

(Shavelson and Stern 1981: 478)

Candlin (1987) has a similar concept in the term of task components. He reveals that a task should contain input (something to learn), roles (relationship between participants in a task), settings (where the task takes place: in the classroom or outside, and how the task is completed: individually or in groups), actions (what the learner should do), monitoring (supervision on task progress), outcomes (final result or goal) and feedback (evaluation) while Wright (1987a) simplifies the task components into two big points which are input data and initiating question. Input data contains materials and data to be

learnt and initiating questions leads learners to know what to do with the data.

Furthermore, Nunan (2004: 41) draws his own concept of task components by referring to concepts proposed by Candlin and others.

Those components are shown in the figure below:

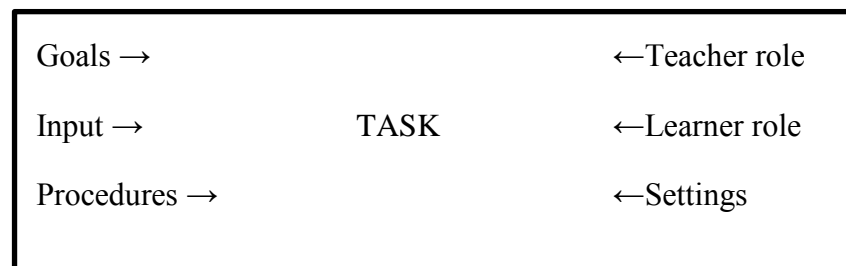


Figure 2.2. Task components

1. Goals

Nunan (2004:41) argues that goal is an important component of a task for it provides direction, not only to any given task, but to the curriculum as a whole. Goals can be said as what expectation to the learners is after they work on the task. Further he categorizes goals into four types: communicative (exchange information, ideas, opinion, etc), sociocultural (understanding everyday pattern like formal and informal), learning-how-to-learn (learning how to set in real life), and language and cultural awareness (understanding the systematic nature of language and the way it works).

Suitable goals for vocational high schools students may cover those four types of goal mentioned above. Communicative goal is needed since the students will face the real communication in the workplace later. They need to ask questions, exchange information,

giving and asking for opinion, suggestion, etc. In designing tasks, a developer should also insert sociocultural goal since the learners need to know how the language will be used. This in line with the reality that after students graduate from school, some of them will work abroad. Learning how-to-learn goal will help learners in synchronizing what they get in classroom and how they can apply it in real life. The last type of goal is cultural awareness. As mentioned earlier that some graduated students will work abroad therefore the knowledge about culture of other countries need to be inserted in the tasks.

Over those four types of goals mentioned above, the communicative goal will be more dominant in the process of tasks development since it is considered as the most needed goal for students in work place therefore they can have active English. It means, they are expected to have good communication both oral and written to support their careers later on. Referring to the needs of the students, the material developed should be appropriate to their needs to have good communication in English.

2. Input

Input refers to any data in spoken as well as in written that learners work with in the course of completing a task. Data can be provided by teachers or adapted and taken from course books. Input can be in the form of articles from newspapers, magazines

and journals, radio and television scripts and documentaries, comic books for entertainment, publicity brochures and posters, short stories, poems and plays, shopping lists, business cards, postcards, picture stories, street map.(Hover, 1986, and Morris & Stewart-Dore,1984, cited in Nunan, 2004).

Referring to the definitions and kinds of input, there will be four criteria of input that will be considered in the process of tasks development: theme, authenticity, complexity, and length. The suitable theme used in the input for vocational high schools students is adjusted to their study programs since it is considered as issues that are close to students' present and future life. Using themes that are related to the study programs, teachers will help students to understand difficult foreign terms they may face in the productive lesson.

The second thing that should be considered in providing input for students is authenticity. Authentic input will be useful in giving the learners models they will meet in real world. Yet, in other hand, the language used in authentic material is too complex therefore it should be adjusted to the students' development. Good input for vocational high schools students will combine authentic materials and classroom material. Authenticity is needed to give a real model while the language use in classroom material helps learner to comprehend the input easily. An example of combination between

authentic and non-authentic in listening input is a recording spoken by native speaker in low speed.

The next thing deals with complexity of the input. Good input has the level of complexity that is gradually increased. In the beginning of the unit, the language use should be simple. It aims to give students motivation. The complexity is also adjusted to the students' level. Input for the first grade students of vocational high schools will be simpler in term of language use than which for Grade XI and third Grade XII students. This is in line with the core competences and basic competences stated in Curriculum 2013. It says that for input text for Grade X covers introduction, expression of compliment, expression of sympathy, expression of congratulation, announcement, descriptive text, recount text, narrative text, and song. For Grade XI students, the level of input complexity will be slightly higher. The input text for Grade XI students covers expressions of asking and giving suggestion, expressions of asking and giving opinion, formal invitation, personal letter, procedure text of manual and tips, explanation text, report text, analytical exposition, biography, and song. Inputs for Grade XII students are expression of offering service, application letter, caption of picture, report text, opinion and fact, news item, procedure text in form of recipe, and song.

The length of texts which are suitable for vocational high schools students is around 100-300 words.

3. Procedures

Procedures are activities of what learners should do with the input. Another point of criteria for task selection involves activation rather than a rehearsal rationale. Moreover, analyzing procedures should be based on the focus or skills required to achieve the goal. (Nunan, 2004).

In listening skill, students are asked to listen to recordings or the teachers to get information. In speaking skills, the activities carried out should give student opportunities to speak as much as possible like role play and interview. In reading skills, the activities should make the students like reading to get information both implicitly and explicitly stated. In writing skill, the procedures should lead the students to write from the simplest to the complex one. In the beginning, students are asked to write words and then it gradually increases into phrases, sentences, and paragraphs.

4. Teacher role and Learner role

In their comprehensive analysis of approaches and methods in language teaching, Richards and Rodgers in Nunan (2004: 64) devote considerable attention to learner roles. They say that approaches and method will determine the role of teachers and learners. In Curriculum 2013 learning takes place through the

scientific method steps. This method places the learners as the center of learning process. It leads the learners to be independent by actively participating in the learning process and search for additional material from any source therefore they should not only depend on the teacher as the only information source. The teacher just facilitates and leads the learners to reach the goal of tasks.

5. Settings

Setting informs the learners where they should do the task. It can be in the classroom or outside. In Curriculum 2013, it is said that learning activities do not only take place in the classroom.

Further setting determines in what circumstance the task should be carried out like individually, in pairs, in groups, or in whole class. Nunan (2004) says that at the beginning of the units, students had better do the task individually. It aims to recall their present knowledge about the topics. After that, they can discuss with others in pairs or groups in order to change information they have already known. For listening activities, students can do the task individually while for speaking activities the tasks can be completed in pairs if they have to practice dialog. For research and presentation, the tasks can be completed in small group. The tasks which can be completed in whole class are activities like drama. For reading and writing, most of tasks are completed individually and in pairs.

d. The principles of task-based language teaching

In the process of task development, a developer may refer at some principles of task-based language teaching proposed by Nunan (2004). Those seven principles of task-based language teaching are presented below:

1. Scaffolding

This principle points that lessons and materials should provide supporting frameworks within which the learning takes place. Therefore, a teacher cannot expect the students to produce the language if it has never been taught before explicitly as well as implicitly.

2. Task dependency

A task should build and exploit the material that has been introduced in the previous lesson. In developing tasks, receptive skills such as listening and reading should come first. At the end of the task, learners spend more time in productive work such as speaking and writing.

3. Recycling

Recycling language can maximize opportunities for learning and activates the 'organic' learning principle. It means language will not be mastered in the first time teaching so it needs to be reintroduced in different topics.

4. Active learning

Learners learn best by using the language they are learning actively. The teacher should not dominate the class and let learner learn by doing rather than just imitate, repeat, or rewrite the model given by the teacher.

5. Integration

Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning. This principle sees language as unity. It cannot be taught separately in terms of linguistic elements such as grammar and lexical item.

6. Reproduction to creation

Learners should be encouraged to move from reproductive to creative language use. At the earlier cycle, learners just reproduce language models provided by the teacher, the textbook or the tape. This activity helps learners to master the form, meaning and language pattern as the basis of creative task.

7. Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing. This helps learners to give opinion freely and be aware of their competence. Besides, learners will use the components of language without being forced. Learners also should be informed about how well their

performances are in order to give appreciation and comment. Those can help learners to be better in completing the next tasks.

8. Material Evaluation

Designing tasks is not the final step in material design. The materials, then, need to be evaluated through the process of material evaluation. Hutchinson and Waters (1987: 96) state that evaluation is a matter of judging the fitness of something for a particular purpose. They add that in the process of evaluation, there is no absolute good or bad- only degree of fitness for the required purpose. In other words, material evaluation can be defined as an activity to measure whether the material meets learners' need or not.

Ellis in Tomlinson (1998: 229) proposes some steps of task evaluation.

Those steps are presented below:

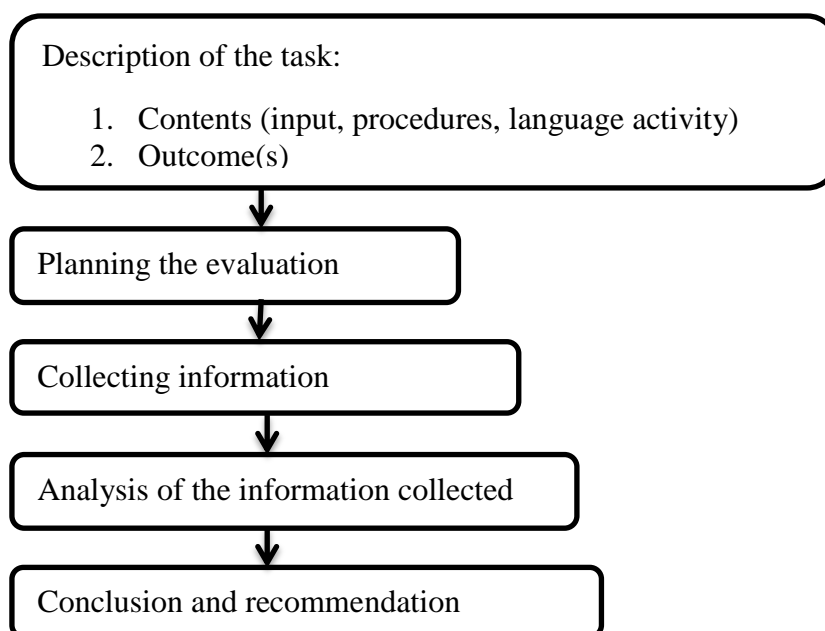


Figure 2.3 Steps of task evaluation by Ellis in Tomlinson (1998: 229)

Figure 2.3 shows that there are five steps in task evaluation. The steps are elaborated as follows:

1. Description of the task

A task evaluation requires a clear description of the task to be evaluated. This can be specified as follows:

- a. Input : the information that the learners are supplied with.
- b. Procedures: the activities that the learners are to perform in completing the task
- c. Language activity: whether the learners engage in receptive language activity or productive language
- d. Outcomes: what is the learners will have done in completing the task

2. Planning the evaluation

Planning of a task evaluation may have a beneficial impact on the choice and design of a task. It needs the various dimensions of prior planning. Decision about what information to collect, when to collect it, and how to collect it is needed to be made.

3. Collecting information

The information that should be collected in this process includes how the task was performed, what learning took place as a result of performing the task, and the teacher's and the learner's opinion about the task

4. Analysis of the information collected

Evaluator need to decide whether the data is presented quantitatively, qualitatively, or both

5. Conclusions and recommendation

At the end of process, conclusion and recommendation of the material should be presented in order to make it effective

In Indonesian context, the material evaluation is conducted by referring to *Badan Standar Nasional Pendidikan* (BSNP). There are four aspects of evaluation as listed below:

1. The appropriateness of content.
2. The appropriateness of presentation.
3. The appropriateness of language.
4. The appropriateness of lay out.

B. Relevant studies

Materials are one factor that makes teaching and learning process successful. Therefore it is important to select or develop appropriate materials that meet students' needs. Many studies say that materials which have topics that are close to students live can improve the learning result. Furthermore, those studies also provide the appropriate materials for the students.

The study conducted by Anista (2012) focused on providing appropriate materials for students of Marketing Study Program at Vocational high schools. The results showed that the students were more interested to use materials that had topics covering marketing field. The developed materials consisted of introduction, main teaching and learning,

and reinforcement. The field-testing presented the means in the range of 3.83 to 4.42.

In addition, Dedy (2013) also conducted similar kind of study to developed learning materials for students of Culinary Study Program. The results of needs analysis showed that the students wanted to have English materials with culinary topics. He also revealed that appropriate materials for students of culinary study program covered culinary field and consisted of Lead-in, Lesson proper, Homework, Reflection, and Summary. The mean of his developed materials was 4.48 and it was categorized as good.

Both studies proved that the topics of the materials are important things to support learning process, especially at Vocational high schools. Besides, the organization of the materials is also important to make sure that learning process meaningful.

C. Conceptual framework

Students of vocational high schools, including students of fishery study program, are expected to have competence in certain field. Ideally, they use English materials that contain fishery themes and vocabularies to support the goal. Unfortunately, the English materials that are available to support learning process are still too general. The materials do not have relevance with fishery field.

In accordance to the problem stated above, this research aims to provide suitable materials for students of fishery study programs that can

support both their learning processes now and their careers later on. The design of the materials will follow some supporting theories.

Because the field learnt is fishery field, English for fishery study program is categorized as English for specific purposes (ESP). Hutchinson and Waters (1989 :16) define ESP as an approach to language teaching with aims to meet students' need in the target situation in which all decisions as to content and method are based on the learner's need. To get information about the need, a need analysis was conducted through giving students questionnaires. The result of the analysis was used as the base of creating course grid. The course grid was adjusted with Core Competence and Basic Competence under the umbrella of Curriculum 2013. Then it was used to design the materials.

The contents of the materials followed the Content-Based Instruction since the principle of this instruction was teaching and designing materials are organized around content or information (Richards and Rodgers, 2001). The materials in this research were organized around the content of fishery by providing appropriate task and vocabulary related to fishery field. Furthermore, Text-Based Instruction was also implemented in developing the units since the contents were broken down into texts.

The process of material development used the model proposed by Jolly and Bolitho as cited in Tomlinson (1998: 98) with some adaption according to the Indonesian context and the need of the research. The

materials then were broken down into three units developed referring to curriculum 2013 and by following Nunan's model through consideration of good materials criteria proposed by Tomlinson(1998)

Then, the units were developed by referring scientific approach like stated in curriculum 2013 which consists of six steps: observing, questioning, collecting, analyzing, communicating, and creating in both oral and written cycle.

After the units had been developed, the tasks were developed as the parts of unit. The six components of tasks proposed by Nunan (2004) were applied such as goal, input, procedures, teacher role, learner role, and setting.

The next process of material development is materials evaluation by an evaluator. The evaluator in this study is a lecturer of English Education Department who has background in material development. The evaluation follows the standard of materials evaluation proposed by *Badan Standar Nasional dan Pendidikan* (BSNP). The result of this evaluation is used as the base of developing the second draft of the materials.

CHAPTER III

RESEARCH METHOD

This chapter deals with research methodology. It covers the type of the research, research setting and subject, research procedures, data collection technique and research instrument, and data analysis technique.

A. Type of the Research

This research belongs to Research and Development (R & D) since the objective is not testing hypothesis but designing material for students of fishery study program. According to Borg and Gall (1983), R & D is a type of research which is used to create a particular product and try out its effectiveness. They add that the product will be then systematically field tested, evaluated and refined until they meet specific criteria of effectiveness, quality, or similar standards. However in this research, the materials were not field tested but they were evaluated by an expert.

B. Setting and the Subjects of the Research

The research was conducted in SMKN 1 Bawang. It is located in Jl. Raya Pucang no 132, Banjarnegara, Central Java. It has seven study programs: accounting, marketing, secretary, computer and networking, software, dress-making, and fishery. Each study program has two classes. The research itself was conducted on April, 29th 2014.

The subjects of this research were grade XI students of fishery study program. There were 36 students involved as participants in this research.

C. Procedure of the Research

The procedure used in this research was research procedure proposed by Borg and Gall (1983). Then it was combined with the model of material design proposed by Jolly and Bolitho in Tomlinson (1998) with some adaption. The combination was needed because the research procedure proposed by Borg and Gall was still too general. It was made for all products. Meanwhile in this research, the focus was learning material therefore it should be adjusted to the model of material designed proposed by Jolly and Bolitho in Tomlinson (1998). The first and third steps were taken from Jolly and Bolitho in Tomlinson (1998), the fifth step was taken from Borg and Gall, while the second and the fourth step were adjusted to the need of the research. The model of materials development in this research is presented below

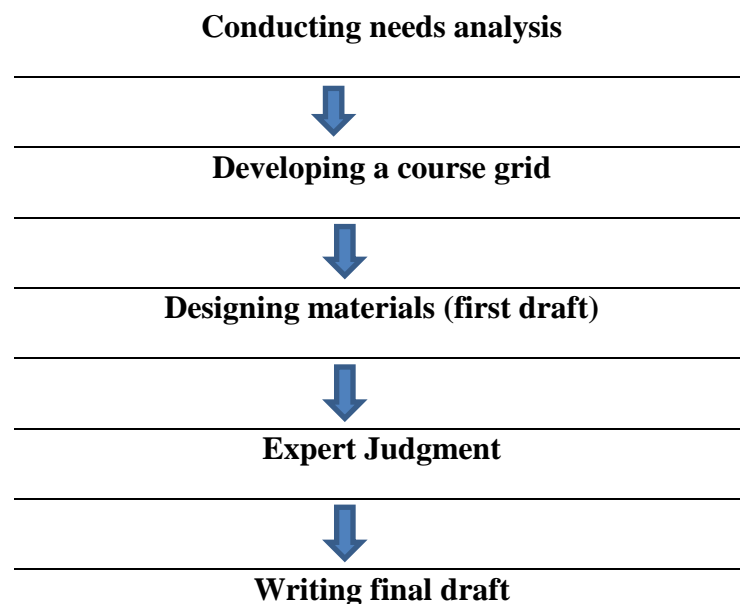


Figure 3.1: Combination of research procedures by Borg and Gall (1983) and Jolly and Bolitho's material development model in Tomlinson (1998: 98)

1. Conducting needs analysis

This step aims to get information about the learners: target need and learning need. This information is very important in developing material for ESP students. The need analysis process will be conducted by giving questionnaires to the students of fishery study program. The questionnaires are organized based on the task component. The result of this analysis, then, will be used to create course grid.

2. Developing the course grid

The course grid was developed based on the curriculum of vocational high schools with some adjustment in terms of content because the target students are students of fishery study program.

3. Designing the materials

The units of materials were designed by following the course grid. This process is called first draft. There will be three units developed in this research in which each unit consists of 20-24 tasks.

4. Expert Judgment

The first draft needs to be consulted with the experts. The expert can be lecturer of English education department who are capable in judging material and have experience in material development. It aims to see if there are some parts needed to be revised in the term of content, presentation, language, and lay out. The result will be used as the base of writing final draft.

5. Writing the final draft

After having suggestions from experts, the materials were revised based on the suggestions given by the experts. This was called final draft.

D. Data Collecting Technique and Research Instruments

The questionnaires were used as instrument in this research. There were two types of questionnaires. The first one was addressed to the students of fishery study program as an instrument to collect information about target need and learning need. All questions were in the form of multiple choice in which the students could choose more than one answer in each question. The organization of the questionnaires is presented in the table below:

Table 3.1: The organization of the questionnaires for needs analysis

Aspect		Item number	Objective	Reference
TARGET NEEDS	Necessities	1	To find out the students' expectation	Brown (2001: 142) Nunan (2004: 174)
		,2,3,4,7	To find out student needs in terms of target situation	Hutchinson (1987: 55)
	Lacks	5,6,	To find out the gap between learners' existing knowledge and required knowledge	Hutchinson (1987: 55)

	Wants	8, 9,	To find out students want related to the material	Hutchinson (1987: 55)
LEARNING NEEDS	Input	10, 11, 12, 13, 15, 17, 18, 20	To find out the content should be carried out in designing task for listening, speaking, reading, and writing	Nunan (2004: 47—52)
	Procedures	14, 16, 19, 21	To find out learners' preferred activities in listening, speaking, reading, and writing.	Nunan (2004: 53 – 63) Hutcinson (1987: 60 – 63)
		22, 23	To find out learners preferred action in terms of vocabulary, pronunciation, and grammar.	
	Setting	24	To find out learners' preferred learning mode	Nunan (2004: 70 – 73) Hutcinson (1987: 60 – 63)
	Learners' role	25	To find out learners' preferred role in classroom	Nunan (2004: 64)
	Teachers' role	26	To find out the teacher role in classroom	Nunan (2004: 67)

The second questionnaire was used in the process of material evaluation. This questionnaire was distributed to an expert of material development of English education department. Since there would be three units developed in this research, there would be three questionnaires distributed to the expert. The questions followed the standard of Instrument *Penilaian Buku Bahasa Inggris SMK* published by BSNP. The questions are organized in the table below:

Table 3.2: The organization of the questionnaires for expert judgment.

No.	Components of evaluation	Number of item	Reference
1	The appropriateness of content	1 – 10	BSNP
2.	The appropriateness of language	11 - 17	BSNP
3.	The appropriateness presentation	18 - 27	BSNP
4.	The appropriateness of lay out	28 - 35	BSNP

There were also three open –ended questions that will be delivered to the experts:

1. What is your opinion of this unit?
2. What aspects should be revised in this unit?
3. What is your suggestion to this unit?

E. Data Analysis Technique

The data were analyzed in two ways. Data from the first questionnaires, which was used in need analysis process, was analyzed by calculating the percentage of each point of choice within the questions. Then, it was described in

descriptive statistic. Suharto (2005) proposes the formula of the analysis as presented below.

$$P (\%) = f/N (100)$$

Where:

P = Percentage

f = frequency

N = Total respondents

100 = fixed number

An item which has the highest presentation is considered as tendency of students.

The second questionnaire used in the material evaluation consisted statements and the responses in the form of Likert-Scale. It asked the respondent to indicate the strength of their agreement and disagreement dealing with statements given.

Table 3.3: The categories of expert judgment

No	Categories	Score
1.	Strongly Agree	4
2.	Agree	3
3.	Disagree	2
4.	Strongly Disagree	1

Then, the data gathered from the expert was calculated by using formula proposed by Suharto (2005: 59) to find the range or the data interval. The formula is presented below:

$$R : \frac{x_h - x_l}{4}$$

Where: R = range

x_h = the highest score

x_l = the lowest score

4 = range of likert-scale

The data then was converted into descriptive statistics. It aimed to summarize a given data set which cannot be represented entirely. The researcher used mean (\bar{X}) as the indicator of measurement. The means were calculated using the formula below:

$$\bar{X} = \frac{\sum f x}{n}$$

Table 3.4. Data Conversion Table (Suharto, 2005)

Scales	Interval	Descriptive Categories
1	$3.00 < \bar{X} \leq 3.25$	Poor
2	$3.25 < \bar{X} \leq 3.50$	Fair
3	$3.50 < \bar{X} \leq 3.75$	Good
4	$3.75 < \bar{X} \leq 4.00$	Very Good

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the results of needs analysis, the course grid or the materials, the first draft of the materials, the result of materials evaluation by expert (expert judgment), and the final draft of the materials.

A. Research Findings

1. The Result of Needs Analysis

The needs analysis was conducted on April, 29th 2014 by distributing questionnaire to grade XI students of fishery study program at SMKN 1 Bawang, Banjarnegara. The questions in the questionnaires were divided into two parts: the first part contained questions about target needs of the students and the second one consisted of learning need questions.

a. Target Needs

Target needs are described as what the learner needs to do in the target situation. Target needs include necessities (what learner has to know), lacks (the gap between learner's present knowledge and knowledge needed) and wants (what learner asks to learn).

1. Necessities

Necessity is described as what the learner has to know in order to function effectively in target situation (Hutchinson and Waters 1987 : 54). Necessities in this study include students' goal of learning English, students' view about the use of English now, students' view

about the use of English later, and students' view about the mostly used skill and knowledge. The data of students' goal of learning English is presented in table below.

Table 4.1. The goal of learning English

Question/ Statements	Items	N	F	Percentage
The main purpose of learning English at school is...	having a good score in report cards.	36	2	5.55%
	passing the national examination with good marks.	36	5	13.89%
	being able to communicate in English fluently both oral and in writing.	36	30	83.33%
	others.	36	3	8.33%

Table 4.1 shows that most students learn English in order to be able to communicate in English fluently both orally and in writing (83.33%) while there was 13.89% of them who admitted that passing the national examination with good mark was their aims of learning English. Furthermore 8.33% of the students also learned English because they wanted to speak with foreign people. The last 5.55% learn English in order to have good marks in report cards.

Another aspect of necessities is students' view about the use of English now. The data of students' view about the use of English now is presented in the table below:

Table 4.2. Students' view about the use of English now

Question/ Statements	Items	N	F	Percentage
Now, I use English ...	as a means of daily communication.	36	1	2.77%
	as a means to communicate with friends and English teacher.	36	0	0
	to read texts in English course book, worksheet and other learning sources	36	27	75%
	to read the texts beyond English lessons such as advertisement, magazine, newspaper, etc.	36	3	8.33%
	to listen to songs and watch movies.	36	13	36.11%

Table 4.2 shows that most students of fishery study program at SMKN 1 Bawang (75%) now use English only to read texts in English course book, worksheet and other learning sources. Then, 36.11% of them use English to listen to songs and watch movie. Only a few of them use English to read the texts beyond English lessons such as advertisement, magazine, newspaper, etc (8.33%).

The third aspect that belongs to necessities is students' view about the use of English later which is presented in the table below.

Table 4.3. Students' view about the use of English later

Question/ Statements	Items	N	F	Percentage
After graduating from school,	communicate with friends, lectures, work partners,	36	23	63.88%

either in higher education or in workplace, I will use English to....	clients, and boss in spoken language.			
	communicate in written form like memo, letters, announcement, etc.	36	7	19.44%
	to read any kinds of texts.	36	14	38.88%

Table 4.3 shows that most students thought that the English usage later on was to communicate with friends, lectures, work partners, clients, and boss in spoken language (63.88%). Then, 38.88% of the students said that later they would use English to read any kinds of texts.

The last aspect related to necessities is students' view about mostly used skill and knowledge which is presented in the table below.

Table 4.4. Students' view about mostly used skill and knowledge

Question/ Statements	Items	N	F	Percentage
When later I have a job, the skills probably I use the most is...	listening	36	6	16.66%
	Speaking	36	26	72.22%
	reading	36	10	27.77%
	writing	36	5	13.88%
	pronunciation	36	2	5.55%
	Vocabulary	36	2	5.55%
	grammar	36	1	2.77%

Table 4.4 shows that 72.22% of the students thought that speaking skill would be the most needed in workplace later. The second skill or knowledge mostly used later is reading (27.77%).

2. Lacks

Lacks refer to the gap between learners' existing knowledge and the knowledge required in the target situation (Nunan, 2004: 55). It helps teachers or materials developers to decide which materials should be put in the lessons.

There were the questions distributed to the students to know the lacks. Those questions identified students' proficiency level, students' view about difficulties in English communication, and the English proficiency needed later. The table below shows the data of students' proficiency level.

Table 4.5. Students' proficiency level

Question/ Statements	Items	N	F	Percentage
So far, my English proficiency is at the level of....	beginner, being able to communicate in English simply	36	33	91.66%
	intermediate, being able to communicate in English whenever although it is not too fluent	36	3	8.33%
	advanced, being able to communicate in English in all situations fluently.	36	0	0

Task 4.5 shows that in the term of proficiency level, almost all students were at the beginner level (91.66%). It means they were able to communicate in English although it was in simple form. There were only 8.33% of the students who were in intermediate proficiency level.

The next question related to lacks is students' view about difficulties in English communication, which is presented in table below:

Table 4.6. Students' view about difficulties in communicating using English

Question/ Statements	Items	N	F	Percentage
In communicating using English, I find difficulties when....	comprehending the daily expression.	36	16	44.44%
	expressing daily expression.	36	15	41.66%
	comprehending the texts being read.	36	15	41.66%
	expressing the idea in form of written texts.	36	14	38.88%

Table 4.6 shows that 44.44% of the students thought that they found difficulties in comprehending the daily expression. While others found difficulties in expressing daily expression (41.66%) and comprehending the text being read (41.66%). Then 38.88% of the students had difficulties in expressing the idea in form of written text.

The last aspect related to lacks is students' view about the English proficiency needed later. The data of the question is shown in table below.

Table 4.7. The English proficiency needed later

Question/ Statements	Items	N	F	Percentage
To support my careers as well as my education later, my English proficiency should be at the level of....	beginner, being able to communicate in English simply	36	3	8.33%
	intermediate, being able to communicate in English whenever although it is not too fluent	36	5	13.88%
	advanced, being able to communicate in English in all situations fluently.	36	28	77.77%

Table 4.7 presents that 77.77% of the students thought that the proficiency level needed was advanced. It means they should be able to communicate in English in all situations fluently. Moreover, 13.88% of the students chose that intermediate level was good enough to support their careers or educations later on.

3. Wants

According to Water and Hutchinson (1987: 56), wants can be described as what the learners ask to know. In this case, learners have active roles about what they need. Wants in this study include students' wants after learning English and students' preferred materials.

The data of students' wants after learning English is presented in table below.

Table 4.8. Students' wants about the result of English learning

Question/ Statements	Items	N	F	Percentage
Generally, I want English learning that can make me....	able to master grammar well	36	6	16.66%
	able to master vocabulary including the meaning and the way to pronounce it.	36	34	94.44%
	differentiate the formal and informal expression	36	2	5.55%

Table 4.8 shows that in terms of English learning, 94.44% of students hoped that after learning English, they would be able to master vocabulary including the meaning and the way to pronounce it. Then 16.66% of them hoped that they could master grammar well through English learning.

Another aspect of wants is students' preferred materials. It means what kind of materials that the students want to facilitate English learning. The data about students' preferred materials is presented in table below.

Table 4.9. Students' preferred materials presentation

Question/ Statements	Items	N	F	Percentage
In term of presentation, I want English materials which...	have many pictures	36	13	36.11%
	present texts only	36	8	22.22%
	Have interesting lay out and are colorful	36	22	61.11%

Table 4.9 shows that in relation to the presentation of the materials, 61.11% of the students liked materials which had interesting lay out and were colorful. The other 36.11% liked many pictures presented in the materials. There were only a few students (22.22%) wanted materials which presented the texts only, without any pictures at all.

b. Learning Needs

Learning needs can be said as what knowledge and abilities that the learners will require in order to perform to the required degree of competence in the target situation (Nunan, 2004: 60). Learning needs in this study adapt the concept of task components proposed by Nunan (2004: 41). The components include input, procedures, setting, learner's role, and teacher's role.

1. Input

The first aspect related to learning needs is input. Input refers to any data in spoken as well as in written that learners work with in the course of completing a task (2004: 41). Input in this study includes theme, pictures availability, text for listening, speaking, reading, and writing, and the length of the text.

Theme is the first thing to think about before developing materials. The data of the theme that is wanted by the students of fishery study program is shown in table below.

Table 4.10. The theme of materials

Question/ Statements	Items	N	F	Percentage
In learning English, the theme that I want is....	Daily life	36	22	61.11%
	Education	36	7	19.44%
	Government	36	1	2.77%
	Fishery	36	29	80.55%
	Recent issues	36	5	13.88%

Table 4.10 shows that related to theme of the materials, 80.55% of the students wanted fishery as the theme of English materials. Then, 61.11% of them preferred daily life as the theme of English learning materials.

Then, the next aspect related to input is the pictures availability. The data of the importance of pictures availability in the materials is presented in table below.

Table 4.11. The importance of pictures availability

Question/ Statements	Items	N	F	Percentage
In my opinion, the availability of picture in materials	is very helpful	36	34	94.44%
	does not give any impact	36	2	5.56%
	is not helpful at all	36	0	0

Table 4.11 shows that 94.44% thought that the availability of pictures in the materials was very helpful in English learning. In other hand, about 5.56%

of the students didn't feel any impact of the pictures availability in the materials.

Another aspect of input is kind of text that students want. The data of input for listening that they like is presented in table below.

Table 4.12. Listening input

Question/ Statements	Items	N	F	Percentage
In listening , the texts that I want for input is....	monolog and dialog text.	36	6	16.66%
	monologue and dialogue text with pictures.	36	25	69.44%
	monologue and dialogue text with difficult terms.	36	4	11.11%
	authentic materials such as newspapers, magazines, songs, movies, etc.	36	9	25%

Table 4.12 present in term of input for listening, 69.44% of the students liked listening input in the form of monologue and dialogue text with pictures. The second input that they liked was authentic materials such as newspapers, magazines, songs, movies, etc .(25%). Then, 16.66% of the students expected to have monologue and dialogue text while the rest liked monologue and dialogue text with difficult terms for listening input.

Related to the length of listening input, the data of the need analysis result is presented in table below.

Table 4.13. The length of listening input

Question/ Statements	Items	N	F	Percentage
I want the text as listening input with the length of....	< 100 words	36	25	69.44%
	100 – 150 words	36	6	16.66%
	150 – 200 words	36	5	13.88%
	>200 words	36	1	2.77%

Table 4.13 shows that the length of listening input that the students like most was text with less than a hundred words (69.44%) while 16.66% of the students preferred listening input which length was between 100 and 150 words.

Another aspect of input is kind of text that students want in speaking activity. The data of input for speaking that they like is presented in table below.

Table 4.14. Speaking input

Question/ Statements	Items	N	F	Percentage
Input text that I want for speaking is....	monologue text.	36	17	47.22%
	dialogue text .	36	2	5.55%
	topics about recent issues.	36	12	33.33%
	pictures of people, places, and situations.	36	19	52.77%

Table 4.14 shows that 52.77% of the students liked pictures of people, places, and situations as the input of speaking activity. Then in the second place, monologue text was chosen as speaking input (47.22%). Furthermore, 33.33% of the student liked to be given topics about recent issues in the speaking activity.

The next aspect dealing with input is kind of text for reading activities. The table below presents the result of needs analysis related to reading input.

Table 4.15. Reading input

Question/ Statements	Items	N	F	Percentage
Text that I want as reading input is....	short functional texts such as advertisement, memo, announcement, etc	36	23	63.88%
	essay, such as descriptive, recount, narrative, etc	36	13	36.11%
	authentic texts such as newspaper, magazine, etc.	36	3	8.33%

Table 4.15 shows that related to input for reading, 63.88% of the students wanted reading input in the form of short functional texts such as advertisement, memo, and announcement. Other students (36.11%) chose essay such as descriptive, recount, narrative, etc as reading input.

Related to the length of reading input, the data of the need analysis result is presented in table below.

Table 4.16. The length of reading input

Question/ Statements	Items	N	F	Percentage
I want reading input texts with the length of....	< 100 words	36	20	55.55%
	100 – 200 words	36	13	36.11%
	>200 words	36	3	8.33%

Table 4.16 shows that most students liked short text. It was indicated by the result that 55.55% of the students chose text for reading input with the length is less than a hundred words. The others (36.11%) liked to have texts for reading input with the length of 100 – 200 words. The last 8.33% preferred text with length of more than 200 words.

The last aspect related to input is kind of text for writing activities. The data of favourite texts for writing input is presented in table below.

Table 4.17. Writing Input

Question/ Statements	Items	N	F	Percentage
Writing input text that I want is....	general information about people, places, as well as events.	36	18	50%
	chart contained information about people, places, as well as events.	36	3	8.33%
	pictures of people, things, places as well as events.	36	17	47.22%
	jumbled words and paragraphs.	36	3	8.33%

Based on the information in table 4.17, 50% of the students liked to have general information about people, places, as well as events as the writing input. Other students (47.22%) thought that they could develop their ideas to write if the input was in the form of pictures of people, things, places, as well as events. Students who chose chart contained information about people, places, as well as events and jumbled words and paragraphs as the input of writing activity had the same percentage which was 8.33% for each.

2. Procedures

Procedures are activities of what learners should do with the input. Procedures in this research cover types of activities for macro skills (listening, speaking, reading, writing) and for micro skills (vocabulary and pronunciation)

The first question related to procedure aims to find listening activities liked by the students. The result of needs analysis dealing with listening activities is presented in table below.

Table 4.18. Listening Learning Activity

Question/ Statements	Items	N	F	Percentage
Listening activity that I like is....	identifying the particular information of a monolog/dialog	36	12	33.33%
	answering the questions orally	36	3	8.33%
	answering the questions in written form	36	11	30.55%
	identifying expressions	36	5	13.88%
	deciding true and false statements	36	10	27.77%

Table 4.18 shows that the activity liked most by the students was identifying the particular information of a monolog/dialog (33.33%). Then, 30.55% of them preferred answering the questions in written form when listening activity was running. Deciding true and false statements was the third activity (27.77%) chosen by the students.

The second question related to procedure aims to find speaking activities liked by the students. The result of needs analysis dealing with speaking activities is presented in table below.

Table 4.19. Speaking Learning Activity

Question/ Statements	Items	N	F	Percentage
Speaking activity that I like is....	role play	36	17	47.22%
	memorizing dialogue and monologue, then practice them in front of the class	36	16	44.44%
	discussing a certain topic	36	3	8.33%
	exchanging information(information gap activity)	36	9	25%

Table 4.19 shows that 47.22% of the students thought that role play could be an activity which can improve their speaking skill. The second speaking learning activity liked by student was memorizing dialogue or monologue (44.44%), then practice it in front of the class. Then, 25% of them chose exchanging information activity (information gap activity).

The third question related to procedure aims to find reading activities liked by the students. The result of needs analysis dealing with reading activities is presented in table below.

Table 4.20. Reading Learning Activity

Question/ Statements	Items	N	F	Percentage
Reading activity that I want is....	reading aloud.	36	3	8.33%
	deciding true or false on	36	12	33.33%

	statements.			
	answering questions based on the information in the texts.	36	15	41.66%
	comprehending the texts and translate them into bahasa Indonesia.	36	11	30.55%

Table 4.20 shows that for reading learning activity, 41.66% of the students preferred answering questions based on the information in the texts. 33.33% of the students liked to decide true or false on statements given. In the third place, the students liked to comprehend the text by translating it from English to Bahasa Indonesia(30.55%).

The fourth question related to procedure aims to find writing activities liked by the students. The result of needs analysis dealing with writing activities is presented in table below.

Table 4.21. Writing Learning Activity

Question/ Statements	Items	N	F	Percentage
Writing activity that I like is....	completing the missing words in texts.	36	12	33.33%
	creating short and simple texts	36	12	33.33%
	arranging jumbled paragraph into good text.	36	14	38.88%
	identifying mistakes in sentences and correct them.	36	8	22.22%

Table 4.21 shows that in relation to writing learning activity, most of students liked to complete the missing words in the text (33.33%) and to create short and simple text (33.33%).

The fifth question related to procedure aims to find vocabulary learning activities liked by the students. The result of needs analysis dealing with vocabulary learning activities is presented in table below.

Table 4.22. Vocabulary Learning Activity

Question/ Statements	Items	N	F	Percentage
When learning vocabulary, I like....	translating words directly	36	17	47.22%
	finding the words meaning based on the context in the texts	36	8	22.22%
	memorizing the words including the meanings	36	11	30.55%
	matching the words with their meanings	36	7	19.44%

Table 4.22 shows that to enrich the vocabulary mastery, 47.22% of the students chose to translate the words directly both from English to Bahasa Indonesia and from Bahasa Indonesia to English. Then, 30.55% of them liked learning vocabulary by memorizing words including the meanings. There was 22.22% of them preferred finding the meaning of the words based on the context in the texts while the rest chose to match the word with the meanings (19.44%).

The last question related to procedure aims to find pronunciation learning activities liked by the students. The result of needs analysis dealing with pronunciation learning activities is presented in table below.

Table 4.23. Pronunciation Learning Activity

Question/ Statements	Items	N	F	Percentage
When learning pronunciation, I like....	imitating the teacher's sound.	36	19	52.77%
	reading loudly while reading the phonetic transcription.	36	12	33.33%
	discussing with friends how to pronounce it.	36	7	19.44%

Table 4.23 shows that there was 52.77% of the students involved in this need analysis process liked to imitate the sound produced by the teacher while 33.33% chose to read a text while reading the phonetic transcription to guide them in pronouncing words. Further, some students (19.44%) preferred to discuss with friends about how to pronounce a certain word.

3. Setting

Setting can be described as how to carry the tasks during the learning process. The table below shows learners' preferred setting to carry the tasks.

Table 4.24. Setting

Question/ Statements	Items	N	F	Percentage
In the teaching and learning process, the tasks are better completed	Individually.	36	8	22.22%
	in pairs (2 learners).	36	16	44.44%
	in small groups (4 – 6 learners).	36	10	27.77%
	in big groups (more than 5 learners).	36	9	25%

Table 4.24 shows that 44.44% of the students liked doing tasks in pairs while 27.77% of them thought that tasks would be best if they were completed in small groups. Other student (25%) preferred to complete the task in big groups which was more than 5 learners involved. Then there was 22.22% of the students choosing to complete tasks individually by himself/herself.

4. Learners' role

Learners' role can be said as what the learners want to do when the learning process is running. The result of needs analysis related to the learners' role is presented in table below.

Table 4.25. Learners' role

Question/ Statements	Items	N	F	Percentage
In teaching and learning process,	listen to the teachers' explanation	36	5	13.88%

the students had better	note down everything explained by the teacher	36	7	19.44%
	be actively participated in the learning process	36	28	77.77%
	learn individually and do the task quietly	36	1	2.77%

Table 4.25 shows that in term of learners' role in the classroom, most of the students (77.77%) chose to be actively participated during the learning process. In other hand, some of them(19.44%) tended to be passive by choosing to note down everything explained by their teachers. Then, 13.88% of the students liked to listen to the teacher's explanation.

5. Teacher's role

Teacher's role is what the learners want the teacher to do when the learning process is running. The result of the needs analysis related to teacher role is presented below.

Table 4.26. Teacher's role

Question/ Statements	Items	N	F	Percentage
In teaching and learning process, the teacher had better	explain the formula and ask students to work on the exercises.	36	16	44.44%
	read the text and translate it directly together with the students.	36	10	27.77%
	walk around the class while	36	12	33.33%

	control students' work and give comment on the students' work.			
	guide the students in discussing the texts.	36	7	19.44%

Table 4.26 shows that 44.44% of the students expected the teacher to explain the formula and asked students to work on the exercises. Then 33.33% of them wanted their teacher to walk around the class while controlling students' work and giving comment on the students' work.

2. Course Grid

The next step of the material development was writing course grid. The course grid was used as a guideline to design the units of the materials. When creating the course grid, the researcher considered some aspects such as the results of needs analysis, Core competence, and basic Competence. For the results of need analysis, the course grid was developed by picking the highest percentage of the respondent. It was developed by following the core competence, and basic competence for eleventh grade of vocational high schools. The course grid consists of unit name and title, indicators, input, and activities.

a. Course grid of unit one

The course grid of unit one was derived from core competence 1, 2, 3, 4 and basic competence 1.1, 2.3, 3.9, and 4.13. The topic of this unit is kinds of freshwater and saltwater fish. The unit focuses on

report text about animal. The title of the unit one is “What is Stingray?” The title shows that the unit focuses on the report of water animals. The focus of the grammar is present passive voice.

b. Course grid of unit two

The course grid of unit two was derived from core competence 1, 2, 3, 4 and basic competence 1.1, 2.3, 3.1, and 4.1. The topic of this unit is kinds of fish disease and how to treat them. The unit focuses on the language function of asking and giving suggestion and expression of offering. The title of unit two is “Do You Have Any Suggestion?” The title represents the language function that will be learnt in the unit. The focus of the grammar is modals.

c. Course grid of unit three

The course grid of unit three was derived from core competence 1, 2, 3, 4 and basic competence 1.1, 2.3, 3.6, and 4.10. The topic of this unit is fish breeding and maintenance. The unit focuses on the procedure text in terms of tips. The title of unit three is “How to Breed and Take Care of Fish”. The title clearly shows that in this unit, the students learn steps to breed fish and tips to take care of them. The focus of the grammar is imperative sentences and sequencing connectives

3. The Unit Design

After the course grid was developed, the next step was developing the materials. The figure below shows the parts of each unit of the materials.

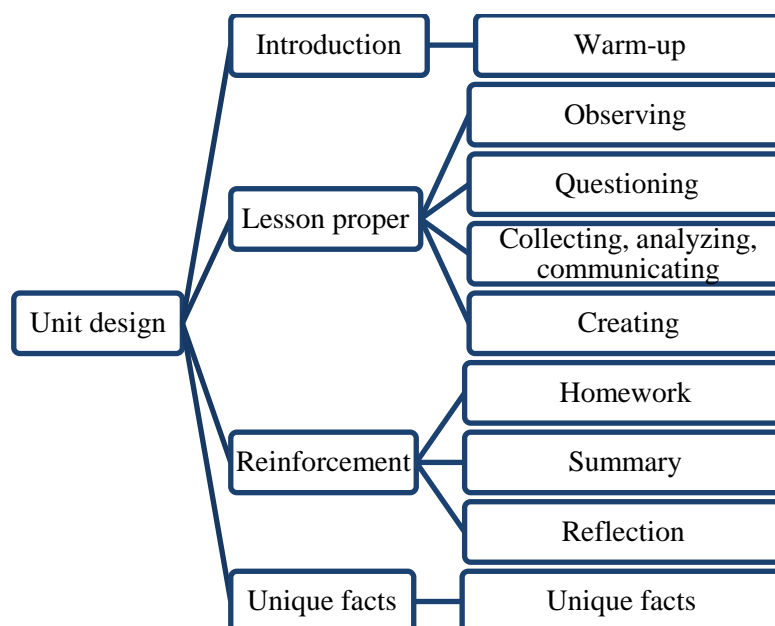


Figure 4.1. The unit design of the materials

Figure 4.1 shows that each unit of the materials has four parts: introduction, lesson proper, reinforcement, and fish facts. The introduction part consists of warm-up activities. The activities help students to have schema building of the unit that will be learnt. Besides, the students can recall their present knowledge through activities in this part.

The second part of the materials is lesson proper. It is divided into two cycles: spoken cycle and written cycle. Each cycle follows the steps of scientific approach that is required by curriculum 2013. Those steps are observing, questioning, collecting, analyzing, communicating, and creating. In the observing, students read or listen to a text and are given chance to observe things they want to know in terms of content, structure, language features, grammar, etc. Then, based on the items they want to

know, they have to make questions in the questioning steps. In English lesson, the collecting, analyzing, and communicating are combined into one. It aims to ease students in carrying out the tasks in the developed materials. Students collect the data by doing the tasks and communicate their finding to their classmates. The last part of lesson proper is creating. In this step, students are asked to produce a particular kind of text. The activities are developed from guided to free activities.

The next part of the materials is reinforcement. It consists of homework, summary, and reflection. The reinforcement part aims to give the students chance to have more practice outside the classroom on what they have learned in the unit through activities in homework. While in summary, the students have a clear picture of what text, language features, and grammar in the unit. The reflection gives the students chance to recognize their own success and lack in learning the materials in the unit.

The last part is unique facts. In this part, students are informed with some unique facts related to the topic that they may not know before. This part aims to give students information beyond the lesson.

4. The First Draft of the Materials

The developed materials consist of three units which are elaborated below:

a. Unit One

Unit one was developed based on the course grid of unit one. The core competence and basic competences require students to be able to

comprehend and analyze texts about factual report and also produce report texts in spoken and written language. Unit one was divided into two cycles: reading-writing cycle and listening-speaking cycle in which each cycle consists of several tasks.

There are 28 tasks in unit one: 3 tasks belong to warm-up activities, 14 tasks belong to reading and writing, 9 tasks belong to listening and writing, and 2 tasks belong to homework. The description of each task is in the appendix D.

b. Unit Two

Unit two was developed based on the course grid of unit two. The core competence and basic competences require students to be able to analyze the social function, text structure, and language features of the expression of asking and giving suggestion and expression of offering including the responses and also produce the text orally and in written form, the unit was divided into two cycles: reading-writing cycle and listening-speaking cycle in which each cycle consists of several tasks.

There are 24 tasks in unit two: 2 tasks belong to warm-up activities, 9 tasks belong to reading and writing, 12 tasks belong to listening and writing, and 1 task belongs to homework. The description of each task is in the appendix D.

c. Unit Three

Unit three was developed based on the course grid of unit three. The core competence and basic competences require students to be able to analyze the social function, text structure, and language features of procedure text in form of tips and also able to produce the text orally and in written form, the unit was divided into two cycles: reading-writing cycle and listening-speaking cycle in which each cycle consists of several tasks.

There are 24 tasks in unit three: 2 tasks belong to warm-up activities, 12 tasks belong to reading and writing, 10 tasks belong to listening and writing, and 2 tasks belong to homework. The description of each task is in the appendix D.

5. The Expert Judgment

After the first draft of the materials was developed, it was evaluated by an expert. The expert of the developed materials was Ari Purnawan, M.Pd. M.A. He is a permanent lecturer of English Education Study Program in Yogyakarta State University who has thirteen year-experience in teaching.

a. The Result of The Expert Judgment of Unit One

In the expert judgment, there were four aspects to evaluate in the unit one. The aspects were the appropriateness of content, the appropriateness of language, the appropriateness of presentation, and

the appropriateness of layout. The data of the expert judgment of unit one is presented in the following tables:

1) The Result of the Expert Judgment of Unit One

a) The appropriateness of content

The expert judgment data of the appropriateness of content of unit one is presented in table below.

Table 4.27. The data of the appropriateness of content of unit one

No	Items	Score
1	The developed materials are in accordance with the core and basic competence for Grade XI of vocational high schoolss.	4
2	The developed materials have relevance with students of fishery study program's daily life.	4
3	The materials cover texts and conversation that are relevant with daily life and the field of fishery.	4
4	The materials cover the explanation of generic structure of texts.	3
5	The materials cover the explanation of social function of texts.	3
6	The materials cover the explanation of linguistics features of texts.	3
7	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	4
8	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	3
9	The materials cover learning activities that guide students to develop their communicative competence	4

	in spoken language.	
10	The materials cover learning activities that guide students to develop their communicative competence in written language.	4
	Mean (\bar{X})	3.60

Table 4.27 shows that the mean (\bar{X}) value of the appropriateness of content of the unit one is 3.60. It is categorized “Good” since the mean is within the interval $3.50 < \bar{X} \leq 3.75$. However, there were some aspects of content needed to be revised. The expert suggested the researcher to add some explanations or exercises before free production task. Besides, phonetic transcriptions also should be added the tasks that focused on vocabulary.

b) The appropriateness of language

The expert judgment data of the appropriateness of language of unit one is presented in table below.

Table 4.28. The data of the appropriateness of language of unit one

No	Items	Score
11	The language used in the materials is appropriate with the rule of English.	4
12	The language used in the explanation is appropriate with the students’ cognitive development.	4

13	The language used in the instruction is appropriate with the students' cognitive development.	4
14	The language used in the explanation is appropriate with the students' language development.	4
15	The language used in the instruction is appropriate with the students' language development.	4
16	The materials represent cohesiveness and coherence in every unit, paragraph, and sentences.	4
17	The materials use a language variation consistently.	4
Mean (\bar{X})		4

Table 4.28 shows that the mean (\bar{X}) value of the appropriateness of language of the unit one is 4.00. It is categorized “Very Good” since the mean is within the interval $3.75 < \bar{X} \leq 4.00$. However, there were some aspects of language needed to be revised. The expert asked the researcher to pay attention to the articles because there were some countable nouns standing without articles. He suggested the researcher to add an article in front of countable nouns or make it plural.

c) The appropriateness of presentation

The expert judgment data of the appropriateness of presentation of unit one is presented in table below.

Table 4.29. The data of the appropriateness of presentation of unit one

No	Items	Score
18	The developed materials are in accordance with the steps of scientific approach as required by curriculum 2013.	4
19	The materials are presented in the form of texts, learning activities, and proportional pictures.	4
20	The developed materials are in accordance with the steps of communicative English learning activities.	4
21	The learning activities in the developed materials encourage students to have interaction with other students, teacher, and bigger environment.	4
22	The learning activities in the developed materials are systematically presented from guided activities to autonomous activities.	3
23	The learning activities in the developed materials are systematically presented from the easiest task to the most difficult.	4
24	The learning activities in the developed materials encourage students have creative and critical communication in spoken and written language.	4
25	The developed materials encourage students to have self-awareness of success and lack in the learning process.	4
26	The developed materials are completed with learning objectives, summary, reflection, and homework.	4
27	Texts and picture in the developed materials have identity like title, number, and sources.	4
Mean (\bar{X})		3,90

Table 4.29 shows that the mean (\bar{X}) value of the appropriateness of presentation of the unit one is 3.90. It is categorized as “Very Good” since the mean is within the interval $3.75 < \bar{X} \leq 4.00$. However, there were some suggestions given by the expert related to the presentation such as providing speaking activities before free production.

d) The appropriateness layout.

The expert judgment data of the appropriateness of layout of unit one is presented in table below.

Table 4. 30. The data of the appropriateness of layout of unit one

No	Items	Score
28	The font and colours in the developed materials are easily readable.	4
29	The use of language variation (bold, italic, underline, capitalization) is proportional.	4
30	The developed materials use proportional font type.	4
31	The developed materials use normal space.	4
32	The placement of title, texts, illustrations, picture captions and page number are consistent.	4
33	The developed materials use relevant pictures	4
34	The pictures in the developed materials are aesthetic and functional.	4
35	The overall design of the developed materials is interesting.	4
Mean (\bar{X})		4

Table 4.30 shows that the mean (\bar{X}) value of the appropriateness of layout of unit one is 4.00. It is categorized “Very Good” since the mean is within the interval $3.76 < \bar{X} \leq 4.00$. However, the expert suggested the researcher to change the table in unique facts part into boxes or anything that made the layout more interesting because the table was not functional.

2) Review of unit one

In general, unit one of the developed materials is categorized “Very Good”. It is indicated by the mean (\bar{X}) value 3,87. The experts also agreed that unit one is appropriate materials for grade XI students of fishery study programs. However, there were some aspects to revise.

In terms of content, the expert said that unit one of the materials needed more explanations and guidance in terms of how to describe the fish including the parts of body, habitat, food, etc. The students must be shown how to make good sentences in order to produce a good report text.

Related to the language of unit one, there were some simple grammatical mistakes like missing an “s” to indicate plural form, preposition, and articles. Therefore the expert suggested to revise those mistakes.

In terms of presentation, the expert said that before the students were asked to create a text, they needed guidance tasks

and explanations. Based on the open-ended question given to the expert, he suggested to add some guided tasks before students were asked to create their own texts.

Related to layout, the overall design was interesting. However, the table in unique facts part was considered as not functional by the expert. Therefore he gave a suggestion to change the table with boxes.

3) The revisions of unit one

The revisions of unit one were conducted based on the result of expert judgment and the expert's suggestions. The first aspect is the explanation. The expert thought that the explanation was so simple that could not be used to lead students to produce report text. Therefore, he suggested that some supporting explanation should be added. Then, some explanations were given.

The second aspect is language, especially in terms of grammar. It was very important to pay attention to the grammar since there were some countable nouns standing without article. The expert suggested that the article should be added before a countable noun or it was changed into plural form. Then, the researcher added articles in Task 9 and Task 11.

The third aspect is the presentation. The expert suggested that before students were asked to produce a text in Task 17,

some explanation or guided activities should be given. Therefore, the research added some guided tasks before “creating” step.

The last one is related to layout. The expert thought that the use of table in unique facts part was not appropriate and not interesting. Based on the expert’s suggestion, the researcher changed the table into more interesting boxes. The detailed revisions of unit one is available in Appendix H.

b. The Result of The Expert Judgment of Unit Two

In the expert judgment, there were four aspects to evaluate in unit two. The aspects were the appropriateness of content, the appropriateness of language, the appropriateness of presentation, and the appropriateness layout. The data of the expert judgment of unit two is presented in the following tables:

1) The Result of the Expert Judgment of Unit Two

a) The appropriateness of content

The expert judgment data of the appropriateness of content of unit two is presented in table below.

Table 4. 31. The data of the appropriateness of content of unit two

No	Items	Score
1	The developed materials are in accordance with the core and basic competence for Grade XI of vocational high schoolss.	4
2	The developed materials have relevance with	4

	students of fishery study program's daily life.	
3	The materials cover texts and conversation that are relevant with daily life and the field of fishery.	4
4	The materials cover the explanation of generic structure of texts.	4
5	The materials cover the explanation of social function of texts.	3
6	The materials cover the explanation of linguistics features of texts.	3
7	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	3
8	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	3
9	The materials cover learning activities that guide students to develop their communicative competence in spoken language.	4
10	The materials cover learning activities that guide students to develop their communicative competence in written language.	4
Mean (\bar{X})		3.60

Table 4.31 shows that the mean (\bar{X}) value of the appropriateness of content of unit two is 3.60. It is categorized "Good" since the mean is within the interval $3.50 < \bar{X} \leq 3.75$. However, there were some aspects of content needed to be revised. The expert suggested the researcher to add some examples after the explanation. Besides, phonetic transcriptions also should be added the tasks that focused on vocabulary.

b) The appropriateness of language

The expert judgment data of the appropriateness of language of unit two is presented in table below.

Table 4. 32. The data of the appropriateness of language of unit two

No	Items	Score
11	The language used in the materials is appropriate with the rule of English.	3
12	The language used in the explanation is appropriate with the students' cognitive development.	4
13	The language used in the instruction is appropriate with the students' cognitive development.	4
14	The language used in the explanation is appropriate with the students' language development.	4
15	The language used in the instruction is appropriate with the students' language development.	4
16	The materials represent cohesiveness and coherence in every unit, paragraph, and sentences.	4
17	The materials use a language variation consistently.	4
Mean (\bar{X})		3.86

Table 4.32 shows that the mean (\bar{X}) value of the appropriateness of language of unit two is 3.86. It is categorized “Very Good” since the mean is within the interval $3.76 < \bar{X} \leq 4.00$. However, there were some aspects of language needed to be revised. The expert asked the researcher to pay attention to the articles

because there were some countable nouns standing without articles. He suggested the researcher to add an article in front of countable nouns or make it plural. Besides, some terms also needed to replace such as the word “refusing” should be changed into “declining”.

c) The appropriateness of presentation

The expert judgment data of the appropriateness of presentation of unit two is presented in table below.

Table 4. 33. The data of the appropriateness of presentation of unit two

No	Items	Score
18	The developed materials are in accordance with the steps of scientific approach as required by curriculum 2013.	4
19	The materials are presented in the form of texts, learning activities, and proportional pictures.	4
20	The developed materials are in accordance with the steps of communicative English learning activities.	4
21	The learning activities in the developed materials encourage students to have interaction with other students, teacher, and bigger environment.	4
22	The learning activities in the developed materials are systematically presented from guided activities to autonomous activities.	4
23	The learning activities in the developed materials are systematically presented from the easiest task to the most difficult.	4
24	The learning activities in the developed materials encourage students have creative and critical	4

	communication in spoken and written language.	
25	The developed materials encourage students to have self-awareness of success and lack in the learning process.	4
26	The developed materials are completed with learning objectives, summary, reflection, and homework.	4
27	Texts and picture in the developed materials have identity like title, number, and sources.	4
Mean (\bar{X})		4

Table 4.33 shows that the mean (\bar{X}) value of the appropriateness of presentation of unit two is 4.00. It is categorized “Very Good” since the mean is within the interval $3.75 < \bar{X} \leq 4.00$. However, there were some aspects of presentation needed to be revised. The expert asked the researcher to add more vocabulary and pronunciation learning activities.

d) The appropriateness of layout.

The expert judgment data of the appropriateness of layout of unit two is presented in table below.

Table 4. 34. The data of the appropriateness of layout of unit two

No	Items	Score
28	The font and colours in the developed materials are easily readable.	4
29	The use of language variation (bold, italic, underline, capitalization) is proportional.	4
30	The developed materials use proportional font type.	4

31	The developed materials use normal space.	4
32	The placement of title, texts, illustrations, picture captions and page number are consistent.	4
33	The developed materials use relevant pictures	4
34	The pictures in the developed materials are aesthetic and functional.	4
35	The overall design of the developed materials is interesting.	4
Mean (\bar{X})		4

Table 4.34 shows that the mean (\bar{X}) value of the appropriateness of layout of unit two is 4.00. It is categorized “Very Good” since the mean is within the interval $3.75 < \bar{X} \leq 4.00$. However, the expert suggested the researcher to change the table in unique facts part into boxes or anything that made the layout more interesting because the table was not functional.

2) Review of unit two

In general, unit two of the developed materials is categorized “Very Good”. It is indicated by the mean (\bar{X}) value 3,86. The experts also agreed that unit two is appropriate materials for grade XI students of fishery study programs. However, there were some aspects to revise.

In terms of content, the expert said that it was necessary to give examples in each explanation. It aims to give students clearer

pictures to apply the explanation in real contexts. He also gave suggestion to give phonetic transcriptions in the tasks that focus on vocabulary learning.

Related to the language of unit two, there were some simple grammatical mistakes like missing an “s” to indicate plural form, prepositions, and articles. Therefore the expert suggested the researcher to revise those mistakes.

In terms of presentation, the expert did not give detailed suggestions but overall the presentation is good.

Related to layout, the overall design was interesting. However, the table in unique facts part was considered as not functional by the expert. Therefore he gave a suggestion to change the table with boxes.

3) The revisions of unit two

The revisions of unit two were conducted based on the result of expert judgment and the expert’s suggestions. The first aspect is the content. The expert thought that it was needed to give some examples in Task 7 after the explanation to make it clearer. Therefore, some examples were given. Moreover the expert suggested that the researcher should add an extra choice in the task that asked students to complete a text with provided options. Then, the researcher added an extra choice in Task 16.

The second aspect is language, especially in terms of grammar. It was very important to pay attention to the grammar especially article and preposition. The expert suggested that the article should be added before a countable noun or it was changed into plural form. Then, the researcher added articles in title page and Task 6.

Meanwhile, for presentation, the researcher didn't do any revision. The last one is related to layout. The expert thought that the use of table in unique facts part was not appropriate and not interesting. Based on the expert's suggestion, the researcher changed the table into more interesting boxes. The detailed revisions of unit two is available in Appendix H.

c. The Result of The Expert Judgment of Unit Three

In the expert judgment, there were four aspects to evaluate in unit three. The aspects were the appropriateness of content, the appropriateness of language, the appropriateness of presentation, and the appropriateness layout. The data of the expert judgment of the unit three is presented in the following tables:

1) The Result of the Expert Judgment of Unit Three

a) The appropriateness of content

The expert judgment data of the appropriateness of content of unit three is presented in table below.

Table 4. 35. The data of the appropriateness of content of unit three

No	Items	Score
1	The developed materials are in accordance with the core and basic competence for Grade XI of vocational high schoolss.	4
2	The developed materials have relevance with students of fishery study program's daily life.	4
3	The materials cover texts and conversation that are relevant with daily life and the field of fishery.	4
4	The materials cover the explanation of generic structure of texts.	4
5	The materials cover the explanation of social function of texts.	4
6	The materials cover the explanation of linguistics features of texts.	4
7	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	4
8	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	4
9	The materials cover learning activities that guide students to develop their communicative competence in spoken language.	4
10	The materials cover learning activities that guide students to develop their communicative competence in written language.	4
Mean (X_{\square})		4

Table 4.35 shows that the mean (X_{\square}) value of the appropriateness of content of unit three is 4.00. It is categorized

“Very Good” since the mean is within the interval $3.75 < \bar{X} \leq 4.00$.

The expert suggested to the researcher that phonetic transcriptions also should be added the tasks that focused on vocabulary.

b) The appropriateness of language

The expert judgment data of the appropriateness of language of unit three is presented in table below.

Table 4. 36. The data of the appropriateness of language of unit three

No	Items	Score
11	The language used in the materials is appropriate with the rule of English.	4
12	The language used in the explanation is appropriate with the students' cognitive development.	4
13	The language used in the instruction is appropriate with the students' cognitive development.	4
14	The language used in the explanation is appropriate with the students' language development.	4
15	The language used in the instruction is appropriate with the students' language development.	4
16	The materials represent cohesiveness and coherence in every unit, paragraph, and sentences.	4
17	The materials use a language variation consistently.	4
Mean (\bar{X})		4

Table 4.36 shows that the mean (\bar{X}) value of the appropriateness of language of unit three is 4.00. It is categorized as

“Very Good” since the mean is within the interval $3.75 < X \leq 4.00$.

However, the expert asked the researcher to pay attention to the articles because there were some countable nouns standing without articles. He suggested that articles should be added in front of countable nouns or they can be changed into plural.

c) The appropriateness of presentation

The expert judgment data of the appropriateness of presentation of unit three is presented in table below.

Table 4. 37. The data of the appropriateness of presentation of unit three

No	Items	Score
18	The developed materials are in accordance with the steps of scientific approach as required by curriculum 2013.	4
19	The materials are presented in the form of texts, learning activities, and proportional pictures.	4
20	The developed materials are in accordance with the steps of communicative English learning activities.	4
21	The learning activities in the developed materials encourage students to have interaction with other students, teacher, and bigger environment.	4
22	The learning activities in the developed materials are systematically presented from guided activities to autonomous activities.	4
23	The learning activities in the developed materials are systematically presented from the easiest task to the most difficult.	4
24	The learning activities in the developed materials encourage students have creative and critical	4

	communication in spoken and written language.	
25	The developed materials encourage students to have self-awareness of success and lack in the learning process.	4
26	The developed materials are completed with learning objectives, summary, reflection, and homework.	4
27	Texts and picture in the developed materials have identity like title, number, and sources.	4
Mean (\bar{X})		4

Table 4.37 shows that the mean (\bar{X}) value of the appropriateness of presentation of unit three is 4.00. It is categorized “Very Good” since the mean is within the interval $3.75 < \bar{X} \leq 4.00$. In term of presentation, the expert did not give specific suggestion.

d) The appropriateness of layout.

The expert judgment data of the appropriateness of layout of unit three is presented in table below.

Table 4. 38. The data of the appropriateness of layout of unit three

No	Items	Score
28	The font and colours in the developed materials are easily readable.	4
29	The use of language variation (bold, italic, underline, capitalization) is proportional.	4
30	The developed materials use proportional font type.	4
31	The developed materials use normal space.	4

32	The placement of title, texts, illustrations, picture captions and page number are consistent.	4
33	The developed materials use relevant pictures	4
34	The pictures in the developed materials are aesthetic and functional.	4
35	The overall design of the developed materials is interesting.	4
Mean (\bar{X})		4

Table 4.36 shows that the mean (\bar{X}) value of the appropriateness of layout of unit three is 4.00. It is categorized “Very Good” since the mean is within the interval $3.75 < \bar{X} \leq 4.00$. However, the expert suggested the researcher to change the table in unique facts part into boxes or anything that made the layout more interesting because the table was not functional.

2) Review of unit three

In general, unit three of the developed materials is categorized as “Very Good”. It is indicated by the mean (\bar{X}) value 4.00. The experts also agreed that unit three is appropriate materials for grade XI students of fishery study programs. However, there were some aspects to revise.

In terms of content, the expert did not give specific suggestion. Related to the language of unit three, there were some simple grammatical mistakes, like missing an “s” to indicate plural

form, missing prepositions, and missing articles. Therefore the expert suggested the researcher to revise those mistakes.

Related to layout, the overall design was interesting. However, the table in unique facts part was considered as not functional by the expert. Therefore he gave a suggestion to change the table with boxes

3) The revisions of unit three

The revisions of unit three were conducted based on the result of expert judgment and the expert's suggestions. The first aspect to revise was the language, especially in terms of grammar. For Task 1 the expert suggested the researcher that pattern of the sentence should be corrected. Then, the researcher corrected the pattern of the sentences. Moreover, it was very important to pay attention to the grammar especially article and preposition. The expert suggested that the article should be added before a countable noun or it was changed into plural form. Then, the researcher changed the phrase "procedure text" in Task 7 into plural form. The next part to revise was related to layout. The expert thought that the use of table in unique facts part was not appropriate and not interesting. Based on the expert's suggestion, the researcher changed the table into more interesting boxes. The detailed revisions of unit three is available in Appendix H.

B. Discussion

The materials developed in this study in line with the concept of English for specific purposes (ESP) proposed by Hutchinson and Waters (1987). Before the materials were developed, there should be need analysis to find out target needs and learning needs. The need analysis was conducted on April 29th 2014 by distributing 26 questions to grade XI students of fishery study program. Since the students of fishery study program belonged to ESP student, the theme of the developed materials was fishery field only. It was in line with the result of needs analysis that showed that most of students wanted fishery as the theme of the materials.

The developed materials consisted of three units. The units was relevant with the concept of Content Based Instruction (CBI) proposed by Richards and Rodgers (2001) in which the focus was content, not language while the text types and language function followed the core competences and basic competences proposed by curriculum 2013. Unit one was derived from basic competences 1.1, 2.3, 3.9, and 4.13. It focused on definition of fish and the text type was report text. Unit two was derived from basic competences 1.1, 2.3, 3.1, and 4.1. It focused on fish diseases and the language functions were expression of asking for and giving suggestion and expression of offering. Unit three was derived from basic competences 1.1, 2.3, 3.6, and 4.10. It focused on fish breeding and treatment while the text type was procedure text.

The organization of the units was also in line with grading, sequencing, and integrating concept by Nunan (2004) in which simple topics or texts came first. The researcher thought that the definition of fish is simpler than fish disease and fish breeding.

Then each unit consists of introduction (warm-up), lesson proper (spoken and written cycle), reinforcement (homework, let's make reflection, let's make summary), and unique facts. The parts of the materials were relevant with the six steps of unit development proposed by Nunan (2004 : 31). Moreover, the steps of lesson proper were developed by following the curriculum 2013 which proposed scientific approach in the learning process and material development.

Each unit had different numbers of tasks. Yet, each unit had the same parts which have been mentioned in the previous part. Introduction consisted of schema-builder pictures or question and also vocabulary that were relevant to the topic of each unit. Lesson proper part was divided into two cycles: spoken cycle and written cycle. Each cycle followed the steps of scientific approach: observing; questioning; collecting, analyzing, and communicating, and creating. The part focused in guiding students to reach the competence as stated in the core competence and basic competence through the activities in spoken and written cycle. Reinforcement part consisted of homework and reflection. Homework part consisted of activities beyond the classroom which gave students further

practice in a particular task while reflection part gave the students self-evaluate what they had learnt and how deep it was.

As the materials had been developed, then they were evaluated by an expert. The material evaluation had been relevant with the standard of material evaluation proposed by BSNP. There were 35 questions distributed to the expert that covered four aspects of material evaluation proposed by BSNP: the appropriateness of content, the appropriateness of language, the appropriateness presentation, and the appropriateness of layout.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and the suggestions of the research. The conclusions part presents the conclusions from the research finding and discussion. The suggestion part presents some suggestions from the researcher to grade XI students of fishery study program, English teacher, and other researcher.

A. Conclusions

The conclusions were drawn from the research findings and discussion in chapter IV which is aimed to answer the questions of this research. There are three conclusions that can be drawn. The first one is related to target needs of grade XI students of fishery study program. The second is related to learning needs of grade XI students of fishery study program. The third is related to the Characteristics of learning materials for grade XI students of fishery study program.

1. Target needs of grade XI students of fishery study program

Based on the needs analysis, most of grade XI students of fishery study program learned English in order to able to communicate in English fluently both in spoken and in written. The results showed that almost all of them were at the level of beginner in terms of English proficiency level. Then, in order to be successful both in workplace and higher education, their English proficiency level should be advanced.

2. Learning needs of grade XI students of fishery study program

Learning needs in this research follow the task components proposed by Nunan (2004) which consist of input, procedure, setting, learner's role, and teacher's role.

Related to the input, the results of needs analysis showed that grade XI students of fishery study program wanted spoken and written texts with pictures as the inputs. Furthermore, they want the texts that had topics which were related to their study program.

In terms of procedure and setting, the students like various activities that make them become active and independent learners. They also like working in pairs in completing the tasks in the materials.

Related to the learner's role and teacher's role, the students want to actively participate in the learning process. However, they still want the teacher to explain the formula and ask students to work on the exercises. They also need guidance from the teacher to do the activities.

3. Characteristics of learning materials for grade XI students of fishery study program

Based on the developed materials, it can be concluded some characteristics of learning materials for grade XI students of fishery study program. The following part elaborates those characteristics.

First, the topics in the materials should be relevant to the students' study program and their life. The appropriate topics for grade XI students of fishery study program are fishery and daily life.

Second, the materials should consist of introduction, lesson proper, reinforcement, and unique facts. Introduction part consists of several tasks that aim to give students opportunity to activate their present knowledge. In this task, students are introduced about what they are going to learn in the unit. Some vocabularies that have relevance to the topic are also introduced in this part.

Lesson proper or main lesson is divided into two cycles: spoken cycle and written cycle. As required by curriculum 2013, especially for scientific approach, tasks in each cycle should be organized through steps of scientific approach which consist of observing; questioning; collecting, analyzing, communicating; and creating. In observing, students observe a language phenomenon by reading or listening then they list things they want to know. In questioning, they formulate questions based on the items have been listed in observing step. In collecting, analyzing, communication step, students collect data or information to answer the questions have been formulated in questioning step by following the instructions of the tasks. Besides, the students have to communicate their answers or their findings in every task either in spoken or in written. In creating step, students create their own texts. The tasks start from guided-production to free production.

The third part of the materials is reinforcement. This part aims to give students opportunity to recall what they have learnt in the unit by

doing the homework. Besides, they can make reflection of strength and weakness during the learning process in reflection part.

The last part of the materials is fish facts. This part is optional. The part presents unique facts of fish around the world.

B. Suggestions

In this part, some suggestions were given to other materials developers. For other materials developers who want to develop materials for vocational high schools students, there are some aspects that should be considered.

First, it is important to organize the materials through theme since vocational high schools has many study programs and each program has its own characteristics. Therefore the theme has to be relevant with the study programs.

Second, the developers should consider tasks components that consist of input, procedures, settings, teacher's role, and learner's role. The input and vocabulary in the materials should be relevant to the study programs to support the students in the workplace later. Moreover, the activities in the materials should be various and can support students to actively participate in the teaching learning process since most students want to participate in teaching learning process. Besides, since most students want peer activities, the material developer can create activities that can be completed in pairs.

Third, the layout of materials should be interesting because interesting materials can increase students' motivation in learning. Material developers

can add pictures and illustrations that have relevance with the topic being discussed.

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APPENDICES

APPENDIX A

(NEEDS ANALYSIS QUESTIONNAIRE)

Kepada adik-adik kelas XI jurusan perikanan SMK Negeri 1 Bawang

Dalam rangka mengembangkan materi pembelajaran Bahasa Inggris bagi siswa kelas XI jurusan perikanan, pada kesempatan ini saya meminta kesediaan adik-adik untuk mengisi kuesioner ini. Jawaban yang Anda berikan murni untuk kepentingan penelitian dan sama sekali tidak berpengaruh pada nilai rapor Anda. Dimohon Anda mengisi seluruh pertanyaan dibawah ini sesuai dengan keadaan dan pendapat Anda sendiri dengan sebenarnya, tanpa dipengaruhi orang siapapun. Jawaban dan identitas Anda akan dirahasiakan sesuai dengan kode etik penelian. Semua jawaban yang Anda berikan akan sangat bermanfaat dalam penelitian saya ini.

Terimakasih

Yogyakarta, April 2014

Peneliti

Febriyani Asih Rahayu

NIM 10202244055

Berilah tanda silang pada a, b, c, d, dan seterusnya sesuai dengan pendapat Anda. Jika pendapat Anda tidak terdapat dalam pilihan, isilah dalam pilihan lainnya. Jawaban boleh lebih dari satu.

A. DATA DIRI RESPONDEN

Nama : _____ (Boleh tidak diisi)

B. ANGKET ANALIS KEBUTUHAN SISWA SMK AKAN MATERI BAHASA INGGRIS.

1. Tujuan saya belajar Bahasa Inggris di sekolah adalah...
 - a. memperoleh nilai rapor yang bagus
 - b. lulus ujian nasional dengan nilai yang memuaskan
 - c. mampu berkomunikasi menggunakan Bahasa Inggris dengan baik secara lisan maupun tertulis
 - d. lainnya(tuliskan)....
2. Saat ini, saya menggunakan Bahasa Inggris untuk....
 - a. berkomunikasi sehari-hari
 - b. berkomunikasi dengan teman dan guru bahasa inggris
 - c. membaca teks-teks berbahasa Inggris di buku pelajaran, LKS, dan sumber belajar lainnya
 - d. membaca teks-teks berbahasa Inggris di luar buku pelajaran seperti iklan, majalah, surat kabar, dll
 - e. mendengarkan lagu atau film berbahasa Inggris
 - f. lainnya(tuliskan)
3. Setelah lulus, baik saat berada di jenjang pendidikan yang lebih tinggi maupun di dunia kerja, saya akan menggunakan Bahasa Inggris untuk....
 - a. berkomunikasi secara lisan dengan teman, dosen, rekan kerja atau atasan
 - b. berkomunikasi secara tertulis (surat, memo, dll)dengan rekan kerja, dosen atau atasan
 - c. membaca berbagai macam jenis teks
 - d. lainnya(tuliskan)....
4. Saat bekerja nanti, jenis *skill* dan pengetahuan bahasa inggris yang akan sering saya gunakan adalah...
 - a. listening
 - b. speaking
 - c. reading
 - d. writing
 - e. pronunciation
 - f. vocabulary
 - g. grammar
 - h. lainnya (tuliskan)...

5. Secara umum, kemampuan bahasa inggris saya berada pada tingkat....
 - a. *beginner* (pemula), mampu menggunakan bahasa inggris untuk komunikasi sehari-hari secara sederhana
 - b. *intermediate* (menengah), mampu menggunakan bahasa inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar.
 - c. *advanced* (mahir), mampu menggunakan bahasa inggris untuk berkomunikasi di semua situasi dengan lancar dan benar.
6. Dalam komunikasi menggunakan Bahasa Inggris, saya sering mengalami kesulitan ketika....
 - a. memahami ungkapan sehari-hari
 - b. mengekspresikan ungkapan sehari-hari
 - c. memahami teks yang dibaca
 - d. mengungkapkan gagasan tertulis
 - e. lainnya (tuliskan)....
7. Untuk menunjang pekerjaan saya kelak maupun pendidikan yang lebih tinggi, seharusnya kemampuan Bahasa Inggris saya berada pada level....
 - a. *beginner* (pemula), mampu menggunakan bahasa inggris untuk komunikasi sehari-hari secara sederhana
 - b. *intermediate* (menengah), mampu menggunakan bahasa inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar.
 - c. *advanced* (mahir), mampu menggunakan bahasa inggris untuk berkomunikasi di semua situasi dengan lancar dan benar.
8. Secara umum, saya menginginkan pembelajaran bahasa inggris yang dapat membuat saya....
 - a. mampu menguasai grammar dengan baik
 - b. mampu menguasai kosakata, arti, serta cara pengucapannya
 - c. membedakan ungkapan formal dan informal
 - d. lainnya (tuliskan)...
9. Dari segi penampilan saya ingin materi Bahasa Inggris yang...
 - a. di dalamnya terdapat banyak gambar
 - b. hanya menyajikan teks-teks untuk dipelajari
 - c. memiliki tampilan menarik dan *colorful*
 - d. lainnya (tuliskan)....
10. Secara umum, tema yang saya inginkan ketika belajar listening, speaking, reading, dan writing adalah....
 - a. kehidupan sehari- hari
 - b. pendidikan
 - c. pemerintahan
 - d. perikanan
 - e. isu atau berita terkini
 - f. lainnya (tuliskan)....

11. Tersedianya gambar dalam materi Bahasa Inggris menurut saya....
 - a. sangat membantu
 - b. tidak berpengaruh
 - c. tidak membantu
12. Dalam pelajaran menyimak (listening), bentuk teks yang saya inginkan sebagai input adalah....
 - a. teks monolog dan dialog
 - b. teks monolog dan dialog yang disertai gambar
 - c. teks monolog dan dialog yang disertai kata-kata sulit
 - d. materi autentik seperti koran, majalah, berita, lagu, film, dll.
 - e. lainnya (tuliskan)...
13. Panjang teks sebagai input kegiatan mendengarkan (listening) yang saya inginkan adalah....
 - a. < 100 kata
 - b. 100 – 150 kata
 - c. 150 – 200 kata
 - d. > 200 kata
 - e. Lainnya (tuliskan)...
14. Jenis kegiatan mendengarkan (listening) yang saya sukai adalah....
 - a. mengidentifikasi informasi tertentu dalam monolog/dialog
 - b. menjawab pertanyaan secara lisan
 - c. menjawab pertanyaan secara tertulis
 - d. mengidentifikasi ungkapan
 - e. menentukan true dan false pada sebuah pernyataan
 - f. lainnya (tuliskan)...
15. Jenis teks yang saya inginkan sebagai input berbicara (speaking) adalah....
 - e. teks berisi monolog
 - f. teks berisi dialog
 - g. topik mengenai peristiwa yang sedang ramai dibicarakan
 - h. gambar tentang orang, tempat, maupun situasi
 - i. lainnya(tuliskan)....
16. Jenis kegiatan berbicara (speaking) yang saya sukai adalah....
 - a. bermain peran (role play)
 - b. menghafalkan dialog atau monolog dan mempraktekkannya di depan kelas.
 - c. berdiskusi tentang topic tertentu
 - d. bertukar informasi (information gap)
 - e. lainnya (tuliskan)...

17. Jenis teks sebagai input yang saya inginkan sebagai input membaca (reading) adalah....
 - a. teks fungsional pendek seperti iklan, memo, pengumuman, dll
 - b. teks esai seperti descriptive, recount, narrative, dll
 - c. teks authentic seperti koran dan majalah
 - d. lainnya (tuliskan)...
18. Panjang teks sebagai input kegiatan membaca (reading) yang saya inginkan adalah....
 - a. <100 kata
 - b. 100 – 200
 - c. > 200 kata
 - d. Lainnya (tuliskan)...
19. Jenis kegiatan membaca (reading) yang saya sukai adalah....
 - a. membaca nyaring
 - b. menentukan benar atau salah pada pernyataan
 - c. menjawab pertanyaan berdasarkan informasi yang ada dalam bacaan
 - d. memahami teks dan mengartikannya ke Bahasa Indonesia
 - e. lainnya (tuliskan)...
20. Jenis teks sebagai input yang saya inginkan sebagai input menulis (writing) adalah....
 - a. informasi umum mengenai orang, benda, tempat, maupun peristiwa
 - b. bagan berisikan informasi mengenai orang, benda, tempat, maupun peristiwa
 - c. gambar orang, benda, tempat, maupun peristiwa
 - d. kata dan paragraf acak
 - e. lainnya (tuliskan)...
21. Jenis kegiatan menulis (writing) yang saya sukai adalah
 - a. melengkapi bagian yang rumpang dalam teks
 - b. membuat teks singkat dan sederhana
 - c. menyusun kalimat acak menjadi paragraph
 - d. mengidentifikasi kesalahan pada kalimat baik dalam kata maupun struktur dan memperbaikinya.
 - e. lainnya (tuliskan)....
22. Dalam mempelajari kosakata (vocabulary) saya lebih suka....
 - a. mengartikan kata-kata secara langsung
 - b. mengartikan kata berdasarkan konteks dalam teks
 - c. menghafal kata beserta artinya
 - d. mencocokkan kata dengan artinya
 - e. lainnya(tuliskan.)....

23. Dalam mempelajari cara pengucapan(pronunciation) saya lebih suka....
- menirukan cara pengucapan yang dicontohkan oleh guru
 - membaca nyaring sambil membaca cara bacanya (phonetic transcription)
 - berdiskusi dengan teman tentang cara mengucapkan kata atau kalimat
 - lainnya (tuliskan)...
24. Dalam proses pembelajaran, tugas sebaiknya dikerjakan secara....
- individu
 - berpasangan (2 orang)
 - kelompok kecil (4 – 6 orang)
 - kelompok besar (5 orang atau lebih)
 - lainnya (tuliskan)...
25. Dalam proses pembelajaran siswa sebaiknya
- hanya mendengarkan penjelasan guru
 - mencatat semua yang dijelaskan guru
 - ikut berpartisipasi aktif dalam proses pembelajaran
 - belajar sendiri dan mengerjakan soal dengan tenang
 - lainnya (tuliskan)
26. Dalam proses pembelajaran guru sebaiknya....
- menerangkan rumus dan meminta siswa mengerjakan latihan soal
 - membaca teks dan mengartikannya langsung bersama siswa
 - mengitari kelas sambil mengontrol pekerjaan siswa dan memberi komentar.
 - menuntun siswa dalam membahas teks
 - lainnya (tuliskan)...

-----TERIMAKASIH-----

APPENDIX B

(THE RESULT OF NEEDS ANALYSIS)

THE RESULT OF NEEDS ANALYSIS

No	Aspect	Question/ statements	Items	N	F	Percentage
1		TARGET NEEDS				
	Necessities	The main purpose of learning English at school is...	having a good score in report cards.	36	2	5.55%
			passing the national examination with good marks.	36	5	13.89%
			being able to communicate in English fluently both orally and in writing.	36	30	83.33%
			Others	36	3	8.33%
		Now, I use English ...	as a means of daily communication.	36	1	2.77%
			as a means to communicate with friends and english teacher.	36	0	0
			to read texts in English course book, worksheet and other learning sources.	36	27	75%
			to read the texts beyond english lessons such as advertisement, magazine, newspaper, etc.	36	3	8.33%
			to listen to songs and watch movies.	36	13	36.11%

Lacks	After graduating from school, either in higher education or in workplace, I will use English to...	communicate with friends, lectures, work partners, clients, and boss in spoken language.	36	23	63.88%
		communicate in written form like memo, letters, announcement, etc.	36	7	19.44%
		to read any kinds of text.	36	14	38.88%
	When later I have a job, the skills probably I use the most is...	listening .	36	6	16.66%
		speaking.	36	26	72.22%
		reading.	36	10	27.77%
		writing.	36	5	13.88%
		pronunciation .	36	2	5.55%
		vocabulary.	36	2	5.55%
		grammar.	36	1	2.77%
Lacks	So far, my English proficiency is at the level of...	beginner, being able to communicate in english simply.	36	33	91.66%
		intermediate, being able to communicate in english whenever although it is not too fluent.	36	3	8.33%
		advanced, being able to communicate in english in all situations fluently.	36	0	0
	In	comprehending the	36	16	44.44%

Wants	communicating using English, I find difficulties when...	daily expression.			
		expressing daily expression.	36	15	41.66%
		comprehending the texts being read.	36	15	41.66%
		expressing the idea in form of written texts.	36	14	38.88%
	To support my carrier as well as my education later, my English proficiency should be at the level of...	beginner, being able to communicate in english simply.	36	3	8.33%
		intermediate, being able to communicate in english whenever although it is not too fluent.	36	5	13.88%
		advanced, being able to communicate in english in all situations fluently.	36	28	77.77%
	Generally, I want English learning that can make me...	able to master grammar well.	36	6	16.66%
		able to master vocabulary including the meaning and the way to pronounce it.	36	34	94.44%
		differentiate the formal and informal expression.	36	2	5.55%
	In term of presentation, I want English materials which...	have many pictures.	36	13	36.11%
		present texts only.	36	8	22.22%
		Have interesting lay out and are colorful.	36	22	61.11%

LEARNING NEEDS

Inputs	In learning English, the theme that I want is...	Daily life	36	22	61.11%
		Education	36	7	19.44%
		Government	36	1	2.77%
		Fishery	36	29	80.55%
		Recent issues	36	5	13.88%
	In my opinion, the availability of picture in materials	is very helpful.	36	34	94.44%
		does not give any impact.	36	2	5.56%
		is not helpful at all.	36	0	0
	In listening, the texts that I want for input is...	monolog and dialog text.	36	6	16.66%
		monologue and dialogue text with pictures.	36	25	69.44%
		monologue and dialogue text with difficult terms.	36	4	11.11%
		authentic materials such as newspapers, magazines, songs, movies, etc.	36	9	25%
	I want the text as listening input with the length of...	< 100 words	36	25	69.44%
		100 – 150 words	36	6	16.66%
		150 – 200 words	36	5	13.88%
		>200 words	36	1	2.77%
	Input text that I want for	monologue text.	36	17	47.22%
		dialogue text.	36	2	5.55%

	speaking is...	topics about recent issues.	36	12	33.33%
		pictures of people, places, and situations.	36	19	52.77%
	Text that I want as reading input is...	short functional texts such as advertisement, memo, announcement, etc.	36	23	63.88%
		short essay, such as descriptive, recount, narrative, etc.	36	13	36.11%
		authentic texts such as newspaper, magazine, etc.	36	3	8.33%
	I want reading input texts with the length of...	< 100 words	36	20	55.55%
		100 – 200 words	36	13	36.11%
		>200 words	36	3	8.33%
	Writing input text that I want is...	general information about people, places, as well as events.	36	18	50%
		chart contained information about people, places, as well as events.	36	3	8.33%
		pictures of people, things, places as well as events.	36	17	47.22%
		jumbled words and paragraphs.	36	3	8.33%
Procedures	Listening activity that I like is...	identifying the particular information of a	36	12	33.33%

	monolog/dialog.			
	answering the questions orally	36	3	8.33%
	answering the questions in written form.	36	11	30.55%
	identifying expressions	36	5	13.88%
	deciding true and false statements.	36	10	27.77%
Speaking activity that I like is...	role play.	36	17	47.22%
	memorizing dialogue and monologue, then practice them in front of the class.	36	16	44.44%
	discussing a certain topic.	36	3	8.33%
	exchanging information(information gap activity).	36	9	25%
Reading activity that I want is...	reading loudly.	36	3	8.33%
	deciding true or false on statements.	36	12	33.33%
	answering questions based on the information in the texts.	36	15	41.66%
	comprehending the texts and translate them into bahasa Indonesia.	36	11	30.55%
Writing activity that I like is...	completing the missing words in texts.	36	12	33.33%

		writing short and simple texts.	36	12	33.33%
		arranging jumbled paragraphs into a good text.	36	14	38.88%
		identifying mistakes in sentences and correct them.	36	8	22.22%
	When learning vocabulary, I like...	translating words directly.	36	17	47.22%
		finding the words meaning based on the context in the texts.	36	8	22.22%
		memorizing the words including the meanings.	36	11	30.55%
		matching the words with their meanings.	36	7	19.44%
	When learning pronunciation, I like...	imitating the teacher's sound.	36	19	52.77%
		reading loudly while reading the phonetic transcription.	36	12	33.33%
		discussing with friends how to pronounce it.	36	7	19.44%
Setting	In the teaching and learning process, the tasks are better completed ...	individually.	36	8	22.22%
		in pairs (2 learners).	36	16	44.44%
		in small groups (4 – 6 learners).	36	10	27.77%
		in big groups (more than 5 learners).	36	9	25%

Learner role	In teaching and learning process, the students had better ...	listen to the teachers' explanation.	36	5	13.88%
		note down everything explained by the teacher.	36	7	19.44%
		be actively participated in the learning process.	36	28	77.77%
		learn individually and do the task quietly.	36	1	2.77%
Teacher role	In teaching and learning process, the teacher had better ...	explain the formula and ask students to work on the exercises.	36	16	44.44%
		read the text and translate it directly together with the students.	36	10	27.77%
		walk around the class while control students' work and give comment on the students' work.	36	12	33.33%
		guide the students in discussing the texts.	36	7	19.44%

APPENDIX C

(COURSE GRID)

COURSE GRID

ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENS OF FISHERY STUDY PROGRAM

UNIT 1

Grade/ Semester : XI/ 1

Study Program : Fishery

Core and Basic Competence :

- | | |
|---|---|
| <p>1. Menghayati dan mengamalkan ajaran agama yang dianutnya</p> | <p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> |
| <p>2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia</p> | <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> |
| <p>3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif</p> | <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>factual report</i> dengan</p> |

berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.

- 4.13 Menyusun makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

Unit/ topic	Indicators	Input	Activities
Unit 1	Students are able to:	- spoken and written report text about fish.	Warm-up
What is stingray?	<ul style="list-style-type: none"> - identify the social function of report texts. - identify the generic structure of report texts. - use passive voice appropriately. 	<ul style="list-style-type: none"> - list of relevant vocabulary - explanation of passive voice 	<ul style="list-style-type: none"> - Students study the pictures of fish and label them with their names that are provided in the box. - Students answer the questions related to pictures in previous task. - Students have vocabulary and pronunciation

- produce a report text about fish.

exercises related to the topic of the unit

Reading & Writing

Observing

- Students read a report text and then, tick and write the items they want to know.

Questioning

- Students formulate questions based on the items they want to know and provide temporary answers based on their knowledge.

Collecting, Analyzing, Communicating

- Students find out the Indonesian of some English word and then, report their answers to their classmates.
- Students read the text in observing step again and answer the questions and then, report their answers to their classmates.
- Students choose the right statements related to the social function of report text and then, report their answers to their classmates.
- Students study the explanation of the

structure of report text and have a discussion with their classmates and teacher.

- Students identify the structure of a report text about fish and then, report their answers to their classmates.
- Students study the map of the structure of the report text.
- Students identify the structure of a report text about fish and then, report their answers to their classmates.
- Students study the explanation about passive voice and have a discussion about it with their classmates and teacher.
- Students have exercise on passive voice by underlining the passive verbs and then, report their answers to their classmates.
- Students have exercise on passive voice by changing the verbs into passive verbs then, report their answers to their classmates.

Creating

- Students fill in the blanks about information of several fish in groups of four.
- Students individually write a report text

about one of fish based on the information in the previous Task.

Listening & Speaking

- Students listen to a recording about report text and then, tick and write the items they want to know.

Questioning

- Students formulate questions based on the items they want to know and provide temporary answers based on their knowledge.

Collecting, Analyzing, Communicating

- Students find the Indonesian of several English words that present in the recording.
- Students listen again the recording and answer the questions and then report the answers to their classmates.
- Students listen to a recording about report text and decide whether the statements are true or false. Then, they report the answers to their classmates.
- Students have exercise on vocabulary and

pronunciation by matching the English words with the English definition. Then, they report the answers to their classmates.

- Students listen to a report text and arrange the jumbled sentences into a good text based on the recording.

Creating

- Students have monologue based on the information provided in the box.
- Students have monologue based on the information they got from the internet, books, and other sources by explaining the characteristics of a certain fish without mentioning the names. Their classmates should guess the name of the fish.

Homework

- Students find out a report about water animal in www.wikipedia.com and rewrite it using their own words.
- Students make a clipping about fish in groups of five.

COURSE GRID

ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENS OF FISHERY STUDY PROGRAM

UNIT 2

Grade/ Semester : XI/ 1

Study Program : Fishery

Core and Basic Competence :

- | | |
|---|---|
| <p>1. Menghayati dan mengamalkan ajaran agama yang dianutnya</p> | <p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> |
| <p>2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia</p> | <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> |
| <p>3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan</p> | <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.</p> |

kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

- 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Unit/ topic	Indicators	Input	Activities
Unit 2	Students are able to:	- spoken and written text expressions of asking and giving opinion , and also offering including the responses.	Warm-up
Do you have any suggestion?	- identify the social function of expressions of asking and giving opinion , and also offering including the responses. - use the expressions of asking and giving	- list of relevant vocabulary. - list of expressions of asking and giving opinion , and also	- Students study the pictures and answer the questions - Students have vocabulary and pronunciation exercises related to the topic of the unit Reading & Writing Observing - Students read a text and then, tick and write

opinion , and also offering including the responses appropriately.

- produce texts and dialogues containing expression of asking and giving opinion , and also offering including the responses.

offering including the responses.

the items they want to know.

Questioning

- Students formulate questions based on the items they want to know and provide temporary answers based on their knowledge.

Collecting, Analyzing, Communicating

- Students match the English words and their meaning in Indonesian. Then, report their answers to their classmates.
- Students read the text in observing part again and answer the questions and then, report their answers to their classmates.
- Students study the explanation of the lists of expressions of asking and giving suggestion.
- Students match the texts that contain the expression of asking suggestion with the suitable responses. Then, report their answers to their classmates.
- Students identify the expression of asking and giving suggestion that present in the

previous task.

Creating

- Students complete the letter that aims to ask for suggestion based on the clues given.
- Students write a message that aims to ask for suggestion.
- Students exchange the message they have written with one of their classmates and give response (suggestion) based on the message contents.

Listening & Speaking

- Students listen to a recording that contains asking and giving suggestion and also expression of offering. Then, tick and write the items they want to know.

Questioning

- Students formulate questions based on the items they want to know and provide temporary answers based on their knowledge.

Collecting, Analyzing, Communicating

- Students find the Indonesian of several English words that present in the recording. Then, they report the answers to their classmates.
- Students listen again the recording and decide whether the statements are true or false. Then, they report the answers to their classmates.
- Students listen to a recording and fill in the blanks with the words provided in the box and answer the questions. Then, they report the answers to their classmates.
- Students study the explanation of offering and its responses and have a discussion with their classmates and teacher.
- Students match the expression of offering with the suitable responses. Then, they report the answers to their classmates.
- Students listen to a dialogue and fill in the blanks with the suitable expressions which are provided in the box.
- Students identify the expression of asking and giving suggestion and also expression of

offering that present in the previous task.

Creating

- Students read some dialogues and fill in the blanks with suitable expressions.
- Students read some dialogues and give suitable responses.
Students have dialogues based on the situations given.

Homework

- Students find out a consultation rubric about fishery in magazines or newspaper and list the expression of asking and giving suggestion.

COURSE GRID

ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENS OF FISHERY STUDY PROGRAM

UNIT 3

Grade/ Semester : XI/ 1

Study Program : Fishery

Core and Basic Competence :

- | | |
|---|--|
| <p>1. Menghayati dan mengamalkan ajaran agama yang dianutnya</p> | <p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> |
| <p>2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia</p> | <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> |
| <p>3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan</p> | <p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.</p> |

kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan
- 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Unit/ topic	Indicators	Input	Activities
Unit 3	Students are able to:	- spoken and written procedure text about fish..	Warm-up
How to breed and take care of your fish	- identify the social function of procedure texts. - identify the generic structure of procedure texts - use imperative sentences appropriately.	- list of relevant vocabulary - explanation of imperative sentences. - explanation of sequencing connectives.	- Students study the pictures of a man that is breeding fish and answer the questions. - Students have vocabulary and pronunciation exercises related to the topic of the unit
			Reading & Writing
			Observing
			- Students read a procedure text and then, tick

- use sequencing connectives appropriately.
- produce a procedure text.

and write the items they want to know.

Questioning

- Students formulate questions based on the items they want to know and provide temporary answers based on their knowledge.

Collecting, Analyzing, Communicating

- Students match the English words with the Indonesian and then, report their answers to their classmates.
- Students read the text in observing again and answer the questions and then, report their answers to their classmates.
- Students choose the right statements related to the social function of procedure text and then, report their answers to their classmates.
- Students study the explanation of the structure of procedure text and have a discussion with their classmates and teacher.
- Students identify the parts of a procedure text about fish and then, report their answers to their classmates.
- Students study the explanation of imperative

sentence and have a discussion about it with their classmates and teacher.

- Students arrange the jumbled words into good imperative sentences and then, report their answers to their classmates.
- Students make imperative sentences using the words given and then, report their answers to their classmates.

Creating

- Students study the picture series of fish breeding and label them with the suitable steps.
- Students interview a fish farmer and write the report on how to breed a certain fish.

Listening & Speaking

- Students listen to a recording about tips to take care of certain fish. Then, they tick and write the items they want to know.

Questioning

- Students formulate questions based on the items they want to know and provide temporary answers based on their knowledge.

Collecting, Analyzing, Communicating

- Students find the Indonesian of several English words that present in the recording. Then, report their answers to their classmates.
- Students listen again the recording and decide whether the statements are true or false. Then, they report the answers to their classmates.
- Students study the explanation of sequencing connectives and have a discussion about it with their classmates and teacher.
- Students listen to a monologue and arrange the jumbled sentences into a good procedure text. Then, report their answers to their classmates.
- Students listen to a procedure text and fill in the blanks with the words provided in the box. Then, report their answers to their classmates.
- Students answer the questions based on the

recording in the previous activity. Then, report their answers to their classmates.

Creating

- Students have monologue based on the information provided in the box.
- Students have monologue based on the picture provided.

Homework

- Students find out a video in www.youtube.com and paraphrase the content using their own words.
- Students make a video containing tips to take care of a certain fish

APPENDIX D

(THE DESCRIPTIONS OF TASKS)

THE DESCRIPTION OF TASKS IN UNIT ONE

UNIT 1

WHAT IS STINGRAY?

Warm-up

Task 1

Description:

Instruction :

Study the pictures of fish below and label the pictures with their names provided in the box.

In this task, students are asked to study several pictures of fish and label them with their names which have been provided. This task aims as a schema-builder of what is going to be learnt in the unit.

Task 2

Description:

Instruction :

Referring to the pictures in Task 1, answer the following questions based on your knowledge.

In this task, students are asked to answer some question based on the previous task. This task aims to give them a clearer picture of the area to cover in the unit.

Task 3

Description:

Instruction :

The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English words below. Pronounce the words after your teacher.

In this task, students are asked to find the Indonesian of some English words that are related to the topic. This task aims to enrich students' vocabulary and help them understand the next tasks.

Reading and Writing

Observing

Task 4

Description:

In this task, students are asked to read a

Instruction :

Read the report text about shrimp below. Tick (✓) and write items that you want to know.

report text about fish and tick and write several items that they want to know. This task aims to give students opportunity to observe a language phenomenon that occurs in the text.

Questioning

Task 5**Description:****Instruction :**

Based on the items you want to know in Task 4, formulate relevant questions. Number 1 and 2 have been done as examples.

In this task, students are asked to formulate questions based on the items they have ticked in the previous task and provide temporary answers. This task is the adaption of the second step of scientific approach that is questioning.

Collecting, analyzing, and communicating

Task 6**Description:****Instruction :**

Fill in the blanks with suitable answers. You may use your dictionaries. Do it in pairs. Then, report your answers to your classmates.

In this task, students are asked to find Indonesian and the phonetic transcription of some English words that present in the text in task 4. This task aims to help students understand the entire text.

Task 7**Description:****Instruction :**

Read the report text in Task 4 again and answer the questions. Then, report your answers to your classmates.

In this task, students are asked read the text in Task 4 again and answer the questions. This task aims to give them opportunity to collect the information related to the content of the text.

Task 8**Description:**

Instruction :

Read the statements and choose the right statements based on the report text you read. Then, report your answers to your classmates.

In this task, students are asked choose the right statements based on the report text. This task aims to give them opportunity to collect the information related to the social function of report text.

Task 9**Instruction :**

Study the explanation about report text below. Discuss it with your classmates and ask your teacher if you don't understand the explanation.

Description:

In this task, students are asked study the explanation about the structure of report text. This task aims to give them opportunity to collect the information related to structure of report text.

Task 10**Instruction :**

Read the following report text about clownfish and complete the box based on the explanation you read in Task 9. Then, report your answers to your classmates.

Description:

In this task, students are asked to write down the part of the text entitled clownfish. This task aims to give them exercise on the structure of report text.

Task 11**Instruction :**

Pay attention to the mind map about the parts of report text entitled clownfish. A mind map helps you visually organise information.

Description:

In this task, students are asked to study the mind map about the parts of report text entitled clownfish. This task aims to give students clearer picture about the organization of a report text.

Task 12**Instruction :**

Read again the report text entitled "SHRIMP" in Task 4 and identify the parts of the report text by completing the mind map below. Use the example

Description:

In this task, students are asked to make mind map about the parts of the text entitled shrimp in Task 4. This task aims to give students opportunity to have exercise about the structure of a

in Task 11 as the example. Then, report your answers to your classmates

Task 13

Instruction :

Study the explanation and pay attention to the words printed in bold. Discuss it with your classmates and ask your teacher if you don't understand the explanation.

Description:

In this task, students are asked to study the explanation of present passive voice. This task aims to give them opportunity to collect the information related to the language features and grammar of report text.

Task 14

Instruction :

Work in pairs. Underline the passive verbs in the text below. Then, report your answer to your classmates.

Description:

In this task, students are asked to underline the passive verbs in a text. This task aims to give them opportunity to have exercise in present passive voice.

Task 15

Instruction :

Work in pairs. Rewrite the following paragraphs using the passive form of the words in the brackets. Then report your answers to your friends.

Description:

In this task, students are asked to rewrite a text by changing the verbs in the brackets into passive. This task aims to give them opportunity to have exercise in present passive voice.

Creating

Task 16

Instruction :

Work in pairs and study the pictures below. Fill in the blanks by exploring the internet, encyclopedia, and other sources.

Description:

In this task, students are asked to complete the information of several fish. This task aims to give them opportunity to have guided activity before producing a report text individually.

Task 17

Instruction :

Description:

In this task, students are asked to write a report text about one of fish in the

Based on the pictures and information in previous task, now make a draft of 150 – 200 words by referring to the information you have got. You may choose one of them. Do it individually.

Task 16 individually. This task aims to give them opportunity to create their own report text in written language.

Listening and Speaking

Observing

Task 18

Description:

Instruction :

In this task, students are asked to listen to a report text about fish and tick several items that they want to know. This task aims to give students' chance to observe a language phenomenon that occurs in the text.

Listen to the report text entitled "CARP" below. Tick (✓) and write items that you want to know.

Questioning

Task 19

Description:

Instruction :

In this task, students are asked to formulate questions based on the items they have ticked in the previous task and provide temporary answers. This task is the adaption of the second step of scientific approach that is questioning.

Based on the items you want to know in Task 18, formulate relevant questions. Number 1 and 2 have been done as examples.

Collecting, Analyzing, Communicating

Task 20

Description:

Instruction :

In this task, students are asked to find the Indonesian of the English words that present in the text. This task aims to give students opportunity to collect information related to vocabulary.

Find the Indonesian of the English words below. Then pronounce them after your teacher.

Task 21

Description:

Instruction :

Listen to the recording entitled “CARP” again and answer the questions below. Work in pairs and report your answers to your classmates.

In this task, students are asked to listen to the text in Task 18 again and answer the questions. This task aims to give students opportunity to collect information related to the content of the text.

Task 22**Instruction :**

Work in pairs. Listen to the report text about guppies and decide whether the statements are true or false. Then, report your answer to your classmates.

Description:

In this task, students are asked to listen to the text entitled guppy and decide whether the statements are true or false. This task aims to give students opportunity to collect information related to the content of the text.

Task 23**Instruction :**

Work in pairs. Match the words in the box with their definitions/meanings. Then, report your answers to your classmates. After that, pronounce the words after your teacher.

Description:

In this task, students are asked to match some English words with their definitions. This task aims to give students opportunity to collect information related to vocabulary.

Task 24**Instruction :**

You will hear a man explaining about stingray. Listen and arrange the jumbled sentences into a good text by giving numbers to the boxes. Then, report your answers to your classmates.

Description:

In this task, students are given jumbled sentences and they are asked to arrange them in to a good report text based on the recording. This task aims to give student practise on the structure of report text.

Creating**Task 25****Instruction :**

Create a monologue about shark based

Description:

In this task, students are asked to create a monologue based on the information

on the information provided on the box. Present your monologue to your classmates.

given and present it to their classmates. This task aims to provide guided practise before the students create their own text.

Task 26

Instruction :

Explore the internet, books, and other sources to find the information about 2 water animals. Then work in pairs. Explain the animals to your classmates without mentioning their names and ask your classmate to guess the names of the animals. Use the questions below to guide you.

Description:

In this task, students are asked to report two water animals to their classmates without mentioning the names of animals. The other students guess the names of those animals. This task aims to give students opportunity to create their own report text in spoken language.

Homework

Task 27

Instruction :

Find a report text about a water animal in www.wikipedia.com. Then rewrite it using your own words. Do it individually.

Description:

In this task, students are asked to find a report text about fish in www.wikipedia.com and rewrite it using their own words. This task aims to give them opportunity to apply the knowledge that has been learnt in the unit.

Task 28

Instruction :

Work in groups of three and make a clipping that contains reports of :

In this task, students are asked to make clipping of water animals. This task aims to give them opportunity to apply the knowledge that has been learnt in the unit and also to explore their creativity.

THE DESCRIPTION OF TASKS IN UNIT TWO

UNIT 2

DO YOU HAVE ANY SUGGESTION?

Warm-up

Task 1

Description:

Instruction :

Study the pictures and answer the questions that follow.

In this task, students are asked to answer questions based on the pictures. This task has function as a schema-builder of what is going to be learnt in the unit.

Task 2

Description:

Instruction :

The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English words below. Pronounce the words after your teacher.

In this task, students are asked to find the Indonesian of some English words that are related to the topic. This task aims to enrich students' vocabulary and help them understand the next tasks.

Reading and Writing

Observing

Task 3

Description:

Instruction :

Read the consultation column about fishery in a magazine below. Then tick (✓) and write items you want to know.

In this task, students are asked to read a consultation column about fishery. This task aims to give students' opportunity to observe a language phenomenon that occurs in the text.

Questioning

Task 4

Description:

Instruction :

Based on the items you want to know in Task 3, formulate relevant questions. Number 1 and 2 can be used as examples.

In this task, students are asked to formulate questions based on the items they have ticked in the previous task and provide temporary answers. This task is the adaption of the second step of scientific approach that is questioning.

Collecting, analyzing, and communicating

Task 5**Instruction :**

Match the words in the left box with the words in the right based on the text. Then report your answers to your classmates.

Description:

In this task, students are asked to match English word with the Indonesian. This task aims to give students opportunity to collect information related to vocabulary.

Task 6**Instruction :**

Read again the text about consultation of fish disease with Mr. Riza in Task 3 and answer the questions. You may work in pairs. Then, report your answers to your classmates.

Description:

In this task, students are asked read the text in Task 3 again and answer the questions. This task aims to give them opportunity to collect the information related to the content of the text.

Task 7**Instruction :**

Study the explanation below to help you understand the expressions of asking and giving suggestion. Discuss it with your classmates. Ask your teacher if you don't understand the explanation.

Description:

In this task, students are asked to study the list of expression of asking and giving suggestion. This task aims to give them opportunity to collect the information related to language features.

Task 8**Description:**

Instruction :

The texts below were taken from a forum in a blog that discusses diseases, symptoms, and the treatment of sick fish. Work in pairs and match the expressions in the left side with the suitable response in the right side. Then, report your answers to your classmates.

In this task, students are asked to match the statements of asking suggestion with the statements of giving statements. This task aims to give them opportunity to have exercise on the expression of asking and giving suggestion.

Task 9**Instruction :**

Identify the expression of asking and giving suggestion in Task 8. Write down the expressions in the column below. Then, report your answers to your classmates.

Description:

In this task, students are asked to list the expression of asking and giving suggestion that present in the previous task. This task aims to give them opportunity to have further exercise on the expression of asking and giving suggestion.

Creating**Task 10****Instruction :**

Your father has problem with his tilapia farms. Many predators eat the fish. He wants to consult this problem to an expert but he doesn't know how to write it. Help him to write an email about the problem with his farm. Phrases in the brackets give you clues of what you have to write.

Description:

In this task, students are asked to write an email containing expression of asking suggestion based on the information given. This task aims to give them opportunity to have guided practise.

Task 11**Instruction :**

1. You have problem with your fish (pond fish/ aquarium fish). Write a

Description:

In this task, students are asked to write a message containing expression of asking suggestion. This task aims to give them opportunity to use the

message to your friend (one of students in your class). Ask suggestion from his/her because you cannot solve the problem by yourself.

2. Change your message with your friend. You have to help his/ her solve the problem by giving an advise/ suggestion.

Listening and Speaking

Observing

Task 12

Instruction :

Listen to the dialogue between Hamzah and his teacher. Tick (✓) and write items that you want to know.

Description:

In this task, students are asked to listen to a dialogue about fish problem tick several items that they want to know. This task aims to give students' chance to observe a language phenomenon that occurs in the text.

Questioning

Task 13

Instruction :

Based on the items you want to know in Task 12, formulate relevant questions. Number 1 and 2 have been done as examples.

Description:

In this task, students are asked to formulate questions based on the items they have ticked in the previous task and provide temporary answers. This task is the adaption of the second step of scientific approach that is questioning.

Collecting, Analyzing, Communicating

Task 14

Instruction :

Find the Indonesian of the English

Description:

In this task, students are asked to find the Indonesian of some English words that present in the dialogue. This task

words below. Then, pronounce the words after your teacher.

Task 15

Instruction :

Listen to the dialogue between Hamzah and his teacher, Mr. Budi and decide whether the statements are true or false. Then, report your answers to your classmates. The listening script is in the Appendix.

Task 16

Instruction :

Complete the dialogue between Wawan and a shopkeeper in a fish store using words in the box and answer the questions. Then report your answers to your classmates.

Task 17

Instruction :

Study the explanation about expressions of asking and giving in Task 7 and study the explanation about expressions of offering below. Discuss them with your friends and ask your teacher if you don't understand the explanation.

Task 18

Instruction :

Match the expressions in left column with the suitable responses in the right column below. Report your answer to your classmates.

aims to give them opportunity to collect information related to the vocabulary.

Description:

In this task, students are asked to listen to the dialogue again and decide whether the statements are true or false. This task aims to give them opportunity to collect information related to the content of the dialogue.

Description:

In this task, students are asked to listen to a dialogue and fill in the blanks with the words provided. This task aims to improve students' listening skill and give them more example of expression of asking and giving suggestion.

Description:

In this task, students are asked to study the list of expression of asking and giving suggestion in Task 7 again and also study expressions of offering. This task aims to give them opportunity to collect the information related to language features.

Description:

In this task, students are asked to match the expression of offering with the suitable responses. This task aims to give students opportunity to have practise on the expression of offering.

Task 19**Instruction :**

Listen to the following dialogue between Dinda and Dr. Rahmat, a veterinarian. Complete the blanks with suitable expressions in the box. Then report your findings with your classmates.

Description:

In this task, students are given a text with some blanks. They are asked to listen to a recording and complete the blanks with suitable expressions which have been provided. This task aims to give students opportunity to have exercise in using the expression of asking and giving suggestion and also expression of offering appropriately.

Task 20**Instruction :**

Read the dialogue between Dinda and Dr. Rahmat in Task 19. Complete the table below by listing the expressions of asking and giving suggestion and also expressions of offering including the way to accept and refuse the offer. Then, report your answers to your classmates.

Description:

In this task, students are asked to read the dialogue in Task 19 and classify the expressions based on their functions.

Creating**Task 21****Instruction :**

Read the dialogues below and complete the blanks using suitable expressions. Do it individually.

Description:

In this task, students are given several dialogues with some blanks. They have to complete the blanks using suitable expressions. This task aims to give students a guided activity before creating their own text.

Task 22**Instruction :**

Read the dialogues and complete the blanks using suitable sentences containing expression of asking and giving suggestion and offering. Do it

Description:

In this task, students are given several dialogues with some blanks. They have to complete the blanks using suitable sentences, not only expressions. This task aims to give students a semi-

individually

guided activity before creating their own text.

Task 23

Instruction :

Have short dialogues with your classmate based on the situations given. Use expressions of asking and giving suggestions and also expressions of offering including the responses. Act out the dialogues with your partner.

Description:

In this task, in pairs, the students are asked to create dialogues containing expression of asking and giving suggestion and also expression of offering based on the situations given. This task aims to give students opportunity to create their own text.

Homework

Task 24

Instruction :

Find out a consultation rubric about fishery in a printed or online magazine or newspaper. List the expression of asking and giving suggestion that you find. Attach the consultation rubric when you submit the homework. Don't forget to write down the source. Work in pairs.

Description:

In this task, students are asked to explore newspapers or magazines and find the consultation rubric. Then list the expression of asking and giving suggestions. This homework aims to give students opportunity to have further exercise by finding the use of the expressions in real life.

THE DESCRIPTION OF TASKS IN UNIT THREE

UNIT 3

HOW TO BREED AND TAKE CARE OF YOUR FISH

Warm-up

Task 1

Description:

Instruction :

Study the pictures and answer the questions.

In this task, students are asked to study a pictures series of fish breeding. This task aims as a schema-builder of what is going to be learnt in the unit.

Task 2

Description:

Instruction :

The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English words below. Pronounce the words after your teacher.

In this task, students are asked to find the Indonesian of some English words that are related to the topic. This task aims to enrich students' vocabulary and help them understand the next tasks.

Reading and Writing

Observing

Task 3

Description:

Instruction :

Read the procedure text about how to breed carp. Then tick (✓) and write items you want to know.

In this task, students are asked to read a procedure text about the carp breeding and tick and write several items that they want to know. This task aims to give students opportunity to observe a language phenomenon that occurs in the text.

Questioning

Task 4

Description:

In this task, students are asked to

Instruction :

Based on the items you want to know in Task 3, formulate relevant questions. Number 1 and 2 have been done as examples.

formulate questions based on the items they have ticked in the previous task and provide temporary answers. This task is the adaption of the second step of scientific approach that is questioning.

Collecting, analyzing, and communicating

Task 5**Instruction :**

Read the text entitled “How to breed carp” in Task 3 and match the words in the left box with the words in the right based on the text. Then, report your answers to your classmates. Work in pairs.

Description:

In this task, students are asked to match English word with the Indonesian. This task aims to give students opportunity to collect information related to vocabulary.

Task 6**Instruction :**

Read the text again and circle the right answers. Then report them to your friends

Description:

In this task, students are asked read the text entitled “How to breed carp” in Task 3 again and answer the questions. This task aims to give them opportunity to collect the information related to the content of the text.

Task 7**Instruction :**

Read the statements below and choose the right statements based on the procedure text you read. Then report them to your classmates.

Description:

In this task, students are asked choose the right statements based on the procedure text they have read. This task aims to give them opportunity to collect the information related to the social function of procedure text.

Task 8**Description:**

Instruction :

Study the explanation about the structure of procedure text. Discuss it with your classmates. Ask your teacher if you don't understand the explanation.

In this task, students are asked study and discuss the explanation about the structure of procedure text. This task aims to give them opportunity to collect the information related to structure of procedure text.

Task 9**Instruction :**

Read the procedure text and complete the box based on the explanation you read in Task 8. Then, report your answers to your classmates.

Description:

In this task, students are asked to identify the structure of the text entitled how to breed goldfish. This task aims to give them exercise on the structure of procedure text.

Task 10**Instruction :**

Study the explanation about imperative sentences. Discuss it with your classmates. Ask your teacher if you don't understand the explanation.

Description:

In this task, students are asked to study and discuss imperative sentence. This task aims to give students opportunity to collect the information about language features and grammar of a procedure text.

Task 11**Instruction :**

Arrange the jumbled words below into good imperative sentences. Then, report your answers to your classmates.

Description:

In this task, students are asked to arrange jumbled words below into good imperative sentences. This task aims to give students opportunity to have exercise in imperative sentence.

Task 12**Instruction :**

Make imperative sentences using the words provided below. Then, report your answers to your classmates.

Description:

In this task, students are asked to make some imperative sentences using the words given. This task aims to give students opportunity to have further exercise in imperative sentence.

Creating

Task 13**Instruction :**

Fill in the blank by labeling the pictures with the suitable steps of breeding guppies provided below. Do it individually.

Description:

In this task, students are given a picture series of guppy breeding. They are asked to label the pictures with the suitable steps which have been provided. This task provides students with guided practise before creating a procedure text.

Task 14**Instruction :**

Interview a fish farmer in your village about how to breed a certain kind of fish. Then write down the result of your interview. You can do the interview in pairs or in groups but write down the result individually.

Description:

In this task, students are asked to have field practise by interviewing a fish farmer. The topic is fish breeding. They have to report the information they collect from the interview in form of procedure text.

Listening and Speaking**Observing****Task 15****Instruction :**

Listen to the procedure text about how to take care of guppy fry after they were born. Tick (✓) and write items that you want to know.

Description:

In this task, students are asked listen to a monologue about how to take care of guppy fry and tick and write several items that they want to know. This task aims to give students opportunity to observe a language phenomenon that occurs in the text.

Questioning**Task 16****Instruction :**

Based on the items you want to know in Task 15, formulate relevant questions. Number 1 and 2 have been done as

Description:

In this task, students are asked to formulate questions based on the items they have ticked in the previous task and provide temporary answers. This task is the adaption of the second step

examples.

of scientific approach, questioning.

Collecting, Analyzing, Communicating

Task 17

Instruction :

Find the meanings of the words below in a dictionary. Then pronounce the words after your teacher.

Description:

In this task, students are asked to find the Indonesian of some English words that present and pronounce them. This task aims to give them opportunity to collect information in terms of vocabulary.

Task 18

Instruction :

Listen to the text entitled how to take care of guppy fry and check whether the statements below are true or false. If they are false, correct them. Then report your answers to your classmates.

Description:

In this task, students are asked to listen to a text in Task 15 again and decide whether the statements are true or false. This task aims to give them opportunity to collect information in terms of the content of the text.

Task 19

Instruction :

Study the explanation about sequencing connectives. Discuss it with your friends. Ask your teacher if you don't understand the explanation.

Description:

In this task, students are asked to study the explanation about sequencing connectives which are often used in procedure text.

Task 20

Instruction :

You will hear a man giving tips to take care of a blue gourami. Listen and arrange the jumbled sentences into a good text by giving a number to the boxes. Then, underline the connectives. After that, report your answer to your classmates.

Description:

In this task, students are asked to listen to a monologue and arrange the jumbled sentences into a good procedure text. This task aims to give students opportunity to have exercise in using sequencing connectives and also the structure of procedure text.

Task 21**Instruction :**

Listen to the procedure text entitled “How to take care of your aquarium fish and fill in the blanks with the words in the box. Work in pairs. Then report your answer to your classmates.

Description:

In this task, students are given text with some blanks. They are asked to fill in the blanks with words that have been provided. This task aims to give students extended listening.

Task 22**Instruction :**

Listen again the dialogue in Task 21 and answer the questions. Then report your answers to your classmates.

Description:

In this task, students are answer the questions based on the text in the previous task. This task aims to guide students understand the content of the text.

Creating**Task 23****Instruction :**

The pictures below give you information how to take care of crayfish. Give captions to the pictures. Don't forget to use imperative sentences and connectives if needed. Use the words as clues to make sentences. Do it individually. Then present your answers in front of 4 students.

Description:

In this task, students are given series of pictures. Each picture has three or four words as clues. They are asked to create sentences based on the clues. This task aims to give students a guided activity before they create spoken procedure text.

Task 24**Instruction :**

Imagine that you are an aquarium fish lover and you want to share the tips to take care of one of the fish below to others. Use imperative sentences and sequencing connectives. You should have at least 5 steps. Do it individually

Description:

In this task, students are asked to act out a role as aquarium fish lovers. They have to share the tips to take care of one of fish that have been provided. This task aims to give students opportunity to create their own monologues.

and report it to your classmates orally.
Remember, you have to choose one fish only.

Homework

Task 25

Instruction :

Find a video that consists of tips to take care of a certain fish in www.youtube.com. Paraphrase it using your own words in a piece of paper. Do it individually.

Description:

In this task, students are asked to write tips to take care of a certain fish based on the video they have. This task gives students change to have further exercise and to understand the use of procedure texts in real life.

Task 26

Instruction :

Make a video that contains a demonstration about how to take care of a certain water animal. You may use pictures as properties. Put your video in a dvd-rw. Work in pairs.

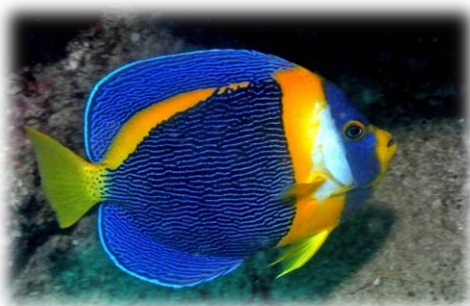
Description:

In this task, students are asked to make their own video containing tips to take care of a certain fish. This task aims to give the students place to deliver their creativity.

APPENDIX E

(THE FIRST DRAFT OF THE MATERIALS)

WHAT IS STINGRAY?



Picture : <http://bioexpedition.com>

<http://wikimedia.org>

www.reeflivesurvey.com

Have you ever read texts about fish in an encyclopedia? You can find reports that contain information about fish there. As a student of fishery study program, you need to know the information about many underwater animals. Do you know how to produce report text orally and in written? Well, in this unit, you can find much information about underwater animals and how to make report texts about them.

A. WARM-UP



TASK 1

Study the pictures of fish below and label the pictures with their names provided in the box.



1.



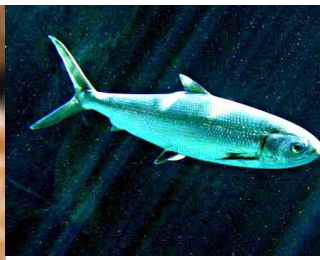
2.



3.



4.



5.



6.



7.



8.

Stingray

Catfish

Pictures 1 : <http://bioexpedition.com>

Shark

Grouper

Pictures 2 and 3 : <http://tropicalfish.com>

Carp

Clownfish

Guppy

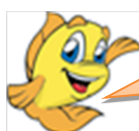
Milkfish

Pictures 4 :<http://www.flmnh.ufl.edu>

Pictures 5 :<http://masspictures.net>

Pictures 6 :[http:// wikimedia.org](http://wikimedia.org)

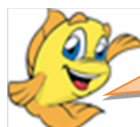
Pictures 7 and 8 :<http://mahakam.biz>



TASK 2

Referring to the pictures in Task 1, answer the following questions based on your knowledge.

1. What fish live in freshwater (pond, river, lake, aquarium)?
2. What fish live in saltwater (sea)?
3. What fish have beautiful colours?
4. What fish are commonly consumed by people?



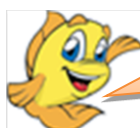
TASK 3

The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English words below. Pronounce the words after your teacher.

breeding (n)	/'bri:dɪŋ /	:
cartilage (n)	/'kɑ:tɪlɪdʒ /	:
dorsal (adj)	/'dɔ: /	:
dull (adj)	/ dʌl /	:
fan (v)	/ fæn /	:
fin (n)	/ fin /	:
hatch(v)	/ hætf /	:
jaw(n)	/ dʒɔ: /	:
muscular(adj)	/'mʌskjʊlə /	:
prey (n)	/ preɪ /	:
reef (n)	/ ri:f /	:
shallow (adj)	/'ʃæləʊ /	:
spine(n)	/ spam /	:
sticky (adj)	/'stɪki /	:

C. LET'S READ AND WRITE

OBSERVING



TASK 4

Read the report text about shrimp below. Tick (✓) and write items that you want to know.

SHRIMP

Shrimp are swimming crustaceans with a long narrow muscular tail (abdomens), long whiskers (antennae), and slender legs. Unlike crabs and lobsters, shrimp have well developed pleopods (swimmerets) and slender walking legs. They are more adapted for swimming than walking. Many shrimp



species have about 2 cm (0.79 in) long, but some shrimp exceed 25 cm (9.8 in).

Shrimp are found near the seafloor of most coasts and estuaries, as well as in rivers and lakes. There are numerous species of shrimp. Most shrimp species are found in marine, although about a quarter of the described species are found in fresh water. Marine species are found at depths of up to 5,000 meters and from the tropics to the polar regions.

Most shrimp are omnivorous, but some are specialized for particular modes of feeding. Some are filter feeders, using their setose (bristly) legs as a sieve; some scrape algae from rocks. Cleaner shrimp feed on the parasites and necrotic tissue of the reef fish they groom. In turn, shrimp are eaten by various animals, particularly fish and seabirds, and whales.

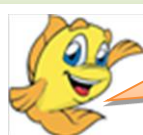
They play important roles for human life, especially in food sources. The muscular tails of shrimp can be delicious to eat, and they are widely caught and farmed for human consumption.

Adapted from
<http://en.wikipedia.org/>

Provide answers for questions you formulated in Task 4 based on your knowledge

No	Answers
1.	
2.	
3.	
4.	

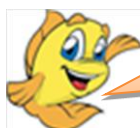
COLLECTING, ANALYZING, COMMUNICATING



TASK 6

Fill in the blanks with suitable answers. You may use your dictionaries. Do it in pairs. Then, report your answers to your classmates.

English	Phonetic transcription	Indonesian
crustacean	krʌ'steɪʃən	binatang air berkulitkeras
whisker		
slender		
estuaries		
lake		
sieve		
scrape		
muscular		



TASK 7

Read the report text in Task 4 again and answer the questions. Then, report your answers to your classmates.

1. The first sentence of the paragraph is about _____
and the rest of the sentence is about _____
2. The second paragraph tells us about _____
3. We can find shrimp in _____
4. The information given in paragraph four is _____
5. The important information in the last paragraph is _____



TASK 8

Read the statements and choose the right statements based on the report text you read. Then, report your answers to your classmates.

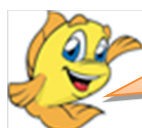
No

Statements

1. ☐ The report text entitled shrimp above gives information about shrimp in general.
- ☐ The report text entitled shrimp above gives information about a specific shrimp.
2. ☐ The report text entitled shrimp tells the facts of shrimp through research and observation.



The report text entitled shrimp tells someone's opinions about shrimp.



TASK 9

Study the explanation about report text below. Discuss it with your classmates and ask your teacher if you don't understand the explanation.

REPORT TEXT

The Definition

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analyses.

Generic Structure

1. General classification: statements that describe the common subject of the report, common description, and classification.
2. Bundles of specific information: tells what the phenomenon under discussion; in terms of parts, qualities, habits, etc.



TASK 10

Read the following report text about clownfish and complete the box based on the explanation you read in Task 9. Then, report your answers to your classmates.

CLOWNFISH

Clownfish are small, brightly coloured fish that live in shallow lagoons or sheltered reefs. It is also called an Anemonefish.

Clownfish typically have three white stripes, one at the head, middle and tail. There are also thin black lines around the white stripes. Clownfish can grow from 2 to 5 inches long. The males tend to be significantly smaller than the females. However, there are various types of clownfish that range in colours from blue to yellow.

Clownfish live at the bottom of the sea in sheltered reefs or in shallow lagoons. They are found in the warmer waters of the Pacific Ocean and Indian Ocean. They are also found in northwest Australia, southeast Asia, Japan and the Indo-Malaysian region.

Clownfish live in a "symbiotic" relationship with certain anemones. The clownfish and the sea anemone help each other to survive in the ocean. Clownfish eat the leftovers from fish on the anemone and algae. In addition, the sea anemones are given better water circulation because the clownfish fan their fins while swimming.

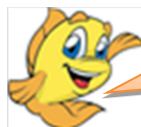
Clownfish are omnivorous. It means they eat both plants and animals. Clownfish eat a wide range of food such as algae, plankton, molluscs and small crustaceans.

Clownfish are hermaphrodites (they develop as males first and mature as breeding females). Clownfish lay their eggs in batches on coral, rock or next to the sea anemone. Breeding starts by the male chasing the female to the nest where the eggs are released. One hundred to one thousand eggs are laid. The male clownfish guards and protects the eggs until they hatch. They hatch within 4 to 5 days.

_____:

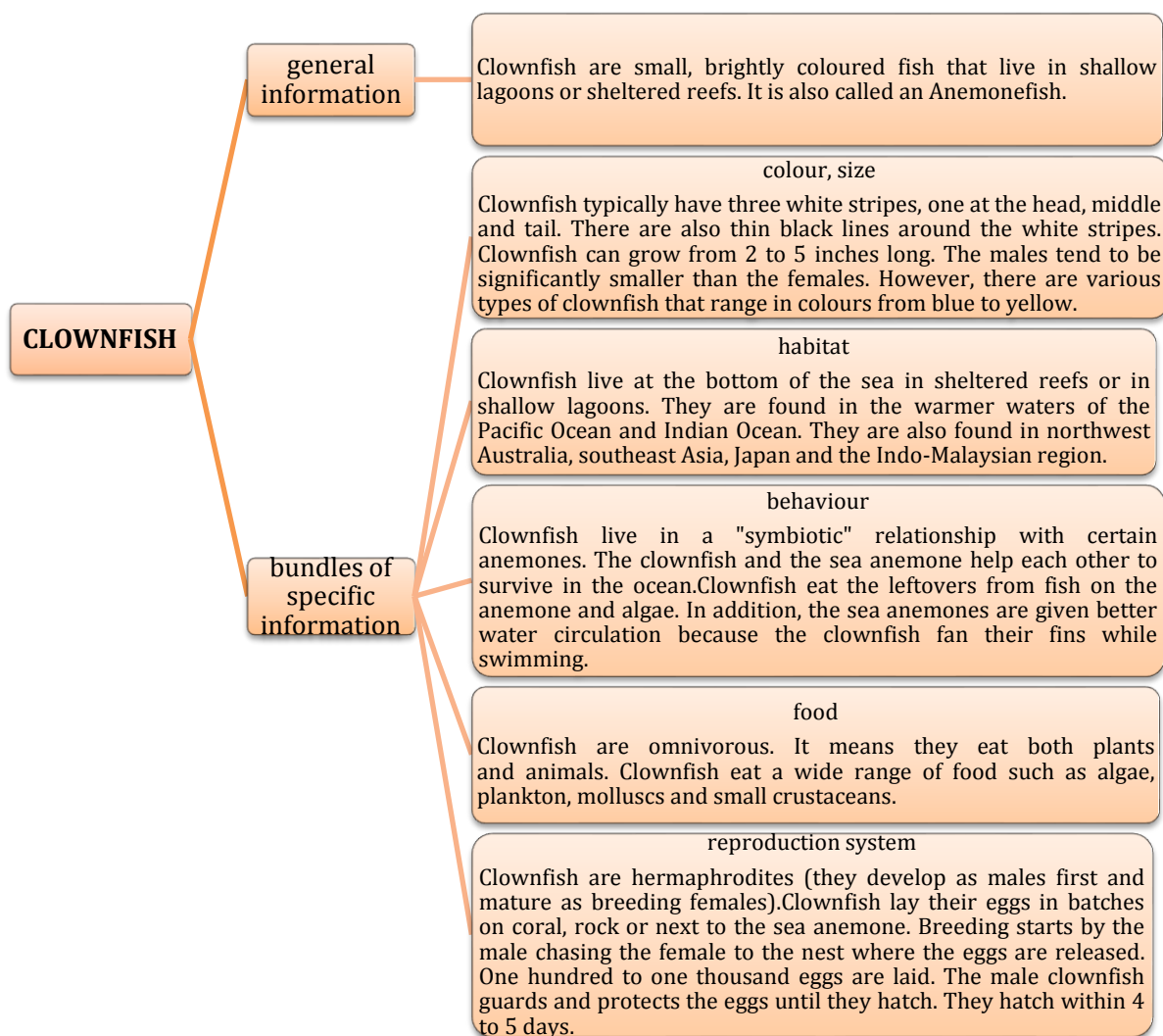
• Physical characteristics

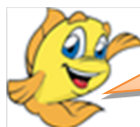
- ...
- ...
- ...
- ...



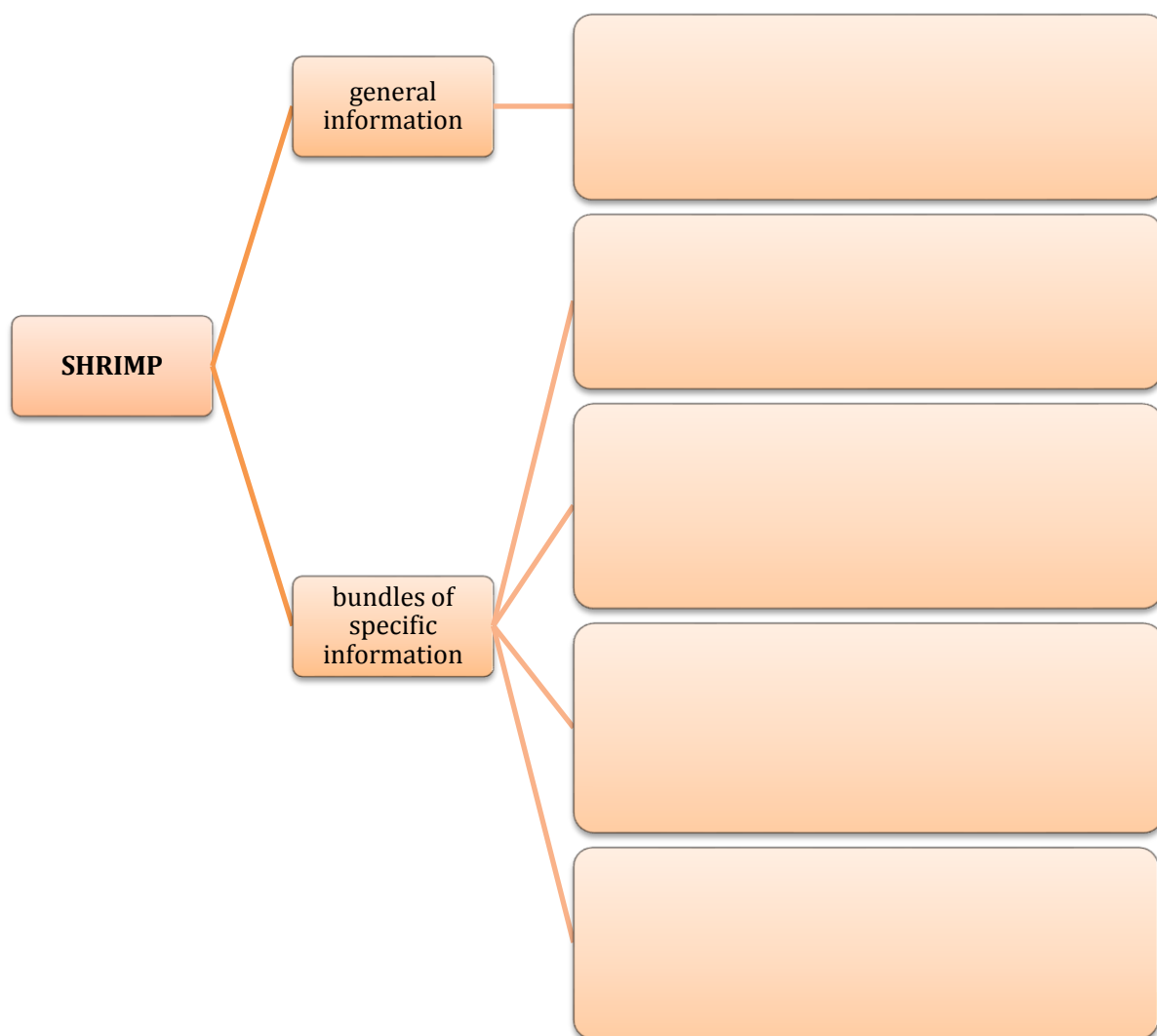
TASK 11

Pay attention to the mind map about the parts of report text entitled clownfish.
A mind map helps you visually organise information.



**TASK 12**

Read again the report text entitled “SHRIMP” in Task 4 and identify the parts of the report text by completing the mind map below. Use the example in Task 11 as the example. Then, report your answers to your classmates



**TASK 13**

Study the explanation and pay attention to the words printed in **bold**. Discuss it with your classmates and ask your teacher if you don't understand the explanation.



The clownfish is a type of fish that lives in salt water habitats. It **is** also **called** an Anemonefish. It **is found** around tropical coral reefs. Clownfish are typically very bright, orange fish that have three white stripes, one at the head, middle and tail. If you look really closely, you may notice that there are thin black lines around the white stripes. Also, the tips of their fins have a thin black rounded

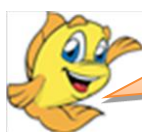


PASSIVE VOICE

- When you write writing a report text, you will need to use a lot of present passive sentences
- These passive sentences make the text more formal and impersonal.
- the pattern of simple present passive voice:
Subject + to be (is/are) + past participle/ Verb 3

<u>It</u>	<u>is</u>	<u>found</u>	<u>around tropical coral reefs</u>
subject	to be	verb 3	adverb

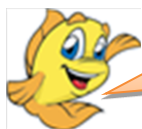
- Remember that passive sentences can only be made if the sentences have transitive verbs. It means you cannot make passive sentences that contain intransitive verbs because they don't have objects.



TASK 14

Work in pairs. Underline the passive verbs in the text below. Then, report your answer to your classmates.

Due to their small size, clown fish are preyed by a number of predators. Large species of fish, sharks and eels are the main predators of the clown fish in the water but the humans are the biggest overall threat to the clown fish as they are caught to keep in tanks and aquariums.



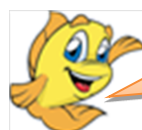
TASK 15

Work in pairs. Rewrite the following paragraphs using the passive form of the words in the brackets. Then report your answers to your friends.

Crab is a land- or water-dwelling crustacean with a short, flat body. The crab(1)_____ (relate) to the crayfish, lobster, and shrimp. The head and thorax (2)_____ (fuse) together to form a shell, or carapace. The carapace (3)_____ (compose) of chitin, a horny substance that is waterproof. The two eyes, supported on stalks, flank two pairs of hairlike antennae (feelers). Crabs have 10 legs. In some species, the front two(4)_____ (modify) to form large, pincerlike claws.

Several kinds of crabs (5)_____ (use) as food by humans. The most important is the common blue crab of the Atlantic coast. These crabs(6)_____ (catch) by using a piece of meat as bait on a line. The crab seizes the bait in its pincers and can(7)_____ (draw) to the surface and captured. Soft-shell crabs(8)_____ (consider) delicious.

CREATING



TASK 16

Work in pairs and study the pictures below. Fill in the blanks by exploring the internet, encyclopedia, and other sources.

1.



Name :

General information :

Specific information :

Physical Characteristics :

- Parts of body :
- Size :
- Colour :

Habitat :

Behavior :

Food :

Breeding :

Its role for human :

Name :

General information :

Specific information :

Physical Characteristics :



- Parts of body :
- Size :
- Colour :

Habitat :

Behavior :

Food :

Breeding :

Its role for human :

3.



Name :

General information :

Specific information :

Physical Characteristics :

• Parts of body :

• Size :

• Colour :

Habitat :

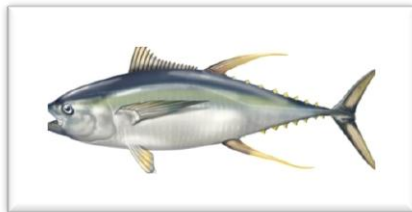
Behavior :

Food :

Breeding :

Its role for human :

4.



Name :

General information :

Specific information :

Physical Characteristics :

• Parts of body :

• Size :

• Colour :

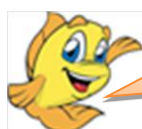
Habitat :

Behavior :

Food :

Breeding :

Its role for human :

**TASK 17**

Based on the pictures and information in previous task, now make a draft of 150 – 200 words by referring to the information you have got. You may choose one of them. Do it individually.

TITLE

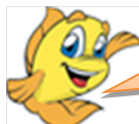
General Information_____

Bundles of specific

information_____

C. LET'S LISTEN AND SPEAK

OBSERVING



TASK 18

Listen to the report text entitled "CARP" below. Tick (✓) and write items that you want to know.



Pictures :<http://www.tommyschultz.com>

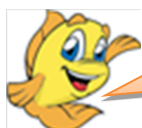
No	Items you want to know
----	------------------------

1. The content of the recording.
2. How do you report a text about fish orally?
- 3.

Write more things you want to know.

1.
2.
3.

QUESTIONING



TASK 19

Based on the items you want to know in Task 18, formulate relevant questions. Number 1 and 2 have been done as examples.

No	Questions
----	-----------

- | | |
|----|---|
| 1. | What is the recording about? |
| 2. | How do you tell a report text about fish? |
| 3. | |
| 4. | |

Provide answers for questions you formulated in Task 19 based on your knowledge

No	Answers
----	---------

- | | |
|----|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

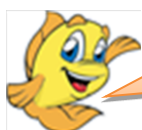
COLLECTING, ANALYZING, COMMUNICATING



TASK 20

Find the Indonesian of the English words below. Then pronounce them after your teacher.

carp (n) /kɑ:p /	:	gill (n) /gɪl /	:
fin (n) /fɪn /	:	breeding (n) /'bri:diŋ /	:
spine (n) /spain/	:	prolific (adj) /prə'lifɪk /	:
abundant (adj) /ə'bʌndənt /	:	mature (adj) /mə'tjʊə /	:



TASK 21

Listen to the recording entitled "CARP" again and answer the questions below. Work in pairs and report your answers to your classmates.

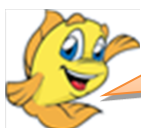
1. Carp are native from...

2. What is the colour of carp in wild live?

3. Where can carp be found?

4. What kinds of food do carp eat?

5. What is the mature age of female carps?



TASK 22

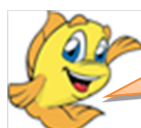
Work in pairs. Listen to the report text about guppies and decide whether the statements are true or false. Then, report your answer to your classmates.



A male guppy A female guppy

Pictures :<http://www.breeding-guppies.com>

No	Items	True	False
1.	Guppies originate from north America		
2.	Male guppies are bigger than female guppies		
3.	Guppies can adapt well in many different conditions		
4.	Wild guppies and guppies as pets feed on the same food.		
5.	The shop assistant explains guppies in general, not a certain guppy.		



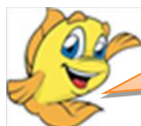
TASK 23

Work in pairs. Match the words in the box with their definitions/meanings. Then, report your answers to your classmates. After that, pronounce the words after your teacher.

ornamental	fin	adaptable
thrive	flake	

- _____ : a small, very thin layer or piece of something, especially one that has broken off from something.
- _____ : able to change in order to deal successfully with new situation.
- _____ : continue to be, successful, strong, healthy, etc.
- _____ : a thin flat part that sticks out from the body of a fish, used for swimming and keeping balance.

5. _____: used as decoration rather than for practical purposes.

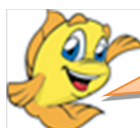


TASK 24

You will hear a man explaining about stingray. Listen and arrange the jumbled sentences into a good text by giving numbers to the boxes. Then, report your answers to your classmates.

- ☐ Like sharks, they don't have bony skeleton. Their skeleton is made of cartilage, same material that builds our nose and ears. Their flattened body ends with long tail that usually contains spine and venom. They use spine and venom to protect against predators. Their eyes are located on the top of the head, but they don't use eyes to find prey. Stingrays have electro-sensors which help them detect electrical charges that prey emits.
- ☐ Do you know what their diet are? Yap, Stingrays are carnivorous. They eat worms, mollusks, and other invertebrates, sometimes badly damaging valuable shellfish beds. The stingrays have few natural [predators](#) in their natural environment because of the large size. The main [predators](#) of the stingrays are sharks, seals, sea [lions](#) and humans.
- ☐ Good morning students. Today we will continue learning about a kind of saltwater animal, Stingrays. Stingrays are diverse group of fish characterized by flattened bodies. They belong to the same group of [fish](#) as other ray and are also believed to be closely related to sharks. There are 60 different species of stingrays in the world.
- ☐ Stingrays breed during the winter and the female stingrays give birth to 2 – 6 young stingrays each year. Baby stingrays are born fully developed. Babies take care of themselves from the moment of birth. They live 15-25 years in the wild.
- ☐ They can be found in ocean, tropical and subtropical areas. Stingrays like warm and shallow water. They spend the majority of their time inactive, partially buried in sand.

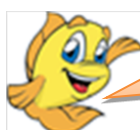
CREATING



TASK 25

Create a monologue about shark based on the information provided on the box. Present your monologue to your classmates.

- the biggest predator in the ocean
- size from 17 centimeters to 12 meters
- over 400 types of sharks
- live in ocean
- carnivorous : eat fish and sea mammals
- give birth in 3 different ways : lay their eggs (like bird), hatch their eggs inside the mother and then are born, pup sharks grow inside the mother (like humans)

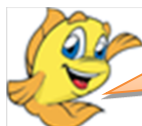


TASK 26

Explore the internet, books, and other sources to find the information about 2 water animals. Then work in pairs. Explain the animals to your classmates without mentioning their names and ask your classmate to guess the names of the animals. Use the questions below to guide you.

1. What is the definition it?
2. What are their physical characteristics (size, colour)?
3. Where do they live?
4. What do they feed on?
5. What are their roles in human life?

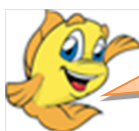
D. HOMEWORK



TASK 27

Find a report text about a water animal in www.wikipedia.com. Then rewrite it using your own words. Do it individually. The summary of the text should consist of:

- a. General Classification
- b. Specific Information
 - physical characteristic (size,)
 - habitat
 - food
 - reproduction system
 - roles for human life



TASK 28

Work in groups of three and make a clipping that contains reports of :

- five kinds of freshwater fish,
- five kinds of saltwater fish, and,
- five kinds of ornamental (aquarium) fish.

Your report should consist of a picture, name of fish, and brief description of physical characteristic (size,), habitat, food, and the uniqueness. Explore your creativity by creating the clipping as unique and interesting as you can.

E. LET'S MAKE A SELF-REFLECTION

Before I studied this chapter I didn't understand

When I was studying this chapter Difficulties:

How I overcame the difficulties

.....

.....

After I had studied this chapter I think

.....

F. LET'S MAKE SUMMARY

REPORT TEXT

The Definition

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analyses

Generic Structure

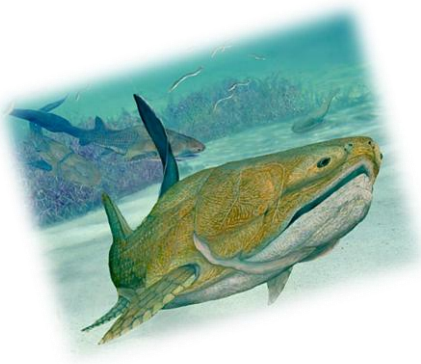
1. General classification: statements that describe the common subject of the report, common description, and classification.
2. Bundles of specific information: tells what the phenomenon under discussion: in terms of parts, qualities, habits, etc.

PASSIVE VOICE

- These passive sentences make the text more formal and impersonal.
- The pattern of present passive voice: Subject + to be (is/are) + Verb 3
- Passive sentences can only be made if the sentences have transitive verbs. It means you cannot make passive sentences that contain intransitive verbs because they don't have objects.

G. UNIQUE FACTS

DID YOU KNOW?



<http://images.nationalgeographic.com>

Fish have been on the earth for more than 450 million years, whereas mammals have only been on earth for roughly 200 millions years.



<http://www.americanaquariumproducts.com>

Saltwater fish need to drink more water than freshwater fish. Since seawater is saltier than the liquids in a fish's body, water inside the fish is constantly flowing out. If they don't drink to replace the lost water, saltwater fish will dry up like prunes.



www.google.com

Most brands of lipstick contain fish scales.

CHAPTER 2

SCIENTIFIC APPROACH

DO YOU HAVE ANY SUGGESTION?



Pictures :

<http://www.ag.auburn.edu>

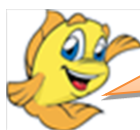
<http://2.bp.blogspot.co>

co

In fishery field, sometimes you find problem dealing with the farm, fish disease, unusual behavior, or even death that cannot be solved by yourself. What will you do to overcome your problem? Have you ever asked suggestion to someone to help you solve your problem? On the other hand, have you ever given suggestion to others? How do you say it in English? In this unit, you will learn how to ask and give suggestion orally and in written form.

In this unit you will also learn how to offer something to others including the way to accept and refuse an offer.

A. WARM-UP



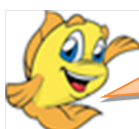
TASK 1

Study the pictures and answer the questions that follow.



pictures : <http://www.dreamstime.com>

1. In your opinion, what is felt by the boy and the girl in the picture?
2. Have you ever been in the same situation?
3. What did you do to solve your problem?



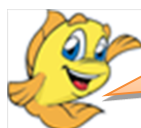
TASK 2

The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English words below. Pronounce the words after your teacher.

disease (n) / dɪ'zi:z/	:
symptom (n) / 'sɪmptəm/	:
lethargic (adj) / lɪ'θɑ:dʒɪk/	:
bump (n) / bʌmp/	:
spot (n) / spɒt/	:
hurry (n) / 'hʌrɪ/	:
swollen (adj) / 'swɒlən/	:
flap (v) / flæp/	:
gasp (v) / gɑ:sp/	:

H. LET'S READ AND WRITE

OBSERVING



TASK 3

Read the consultation column about fishery in a magazine below. Then tick (✓) and write items you want to know.

TREATING POP-EYE

Consultation
rubric with

Mr. Riza, I have an aquarium with several guppies. I don't know what has happened but some of them have cloudy white and grey "haze" over the eyes. They also become lethargic and seems that they lose their vision because they often hit the glass when swimming. What is your suggestion for me to overcome this problem? Thank you.



Abimanyu (25), Yogyakarta

Picture : <http://www.fishlore.com>



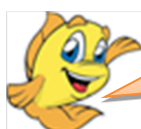
Riza Damanik, 40, an expert in fishery field

Mr. Abimanyu, based on the symptoms, your guppies have pop-eye disease. Although pop-eye is very easy to identify, it can be difficult to treat properly. The reason for this is because pop-eye has many different possible causes like water quality, fight, or a bacterial infection. The cause then determines the way you treat the pop-eye. If more than one fish in the aquarium have pop-eye at the same time like your problem now, then it is likely a water quality issue. You should test water parameters and do daily 30% water changes for 4 or 5 days. You had better wait at least a week or two before trying antibiotics. It will often clear on its own if the water quality is high. Hope it will be helpful for you.

adapted from <http://www.aquariumlife.net>

No	Items you want to know	
1.	The Indonesian of the underlined words.	
2.	The content of the text.	
3.	The expression of asking and giving suggestion.	

QUESTIONING



TASK 4

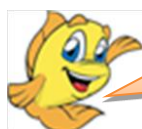
Based on the items you want to know in Task 3, formulate relevant questions. Number 1 and 2 can be used as examples.

No	Questions
1.	What are the Indonesians of the underlined words?
2.	What is the content of the text?
3.	
4.	
5.	

Provide answers for questions you formulated in Task 4 based on your knowledge.

No	Answers
1.	
2.	
3.	
4.	
5.	

COLLECTING, ANALYZING, COMMUNICATING

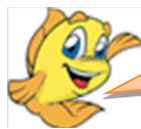


TASK 5

Match the words in the left box with the words in the right based on the text. Then report your answers to your classmates.

- cloudy
- lethargic
- vision
- lose
- treat
- symptom
- causes

- penglihatan
- penyebab
- lesu
- kehilangan
- mengobati
- kabur/berawan
- gejala



TASK 6

Read again the text about consultation of fish disease with Mr. Riza in Task 3 and answer the questions. You may work in pairs. Then, report your answers to your classmates.

1. What kind of fish does Abimanyu have?

2. What's wrong with Abimanyu's guppies?

3. According to Mr. Riza, what are causes of pop-eye?

4. What suggestion did Mr. Riza give to Abimanyu?



TASK 7

Study the explanation below to help you understand the expressions of asking and giving suggestion. Discuss it with your classmates. Ask your teacher if you don't understand the explanation.

EXPRESSING ASKING AND GIVING SUGGESTION

When you want to ask for and give suggestion to others, you need to use a specific expression to indicate your purpose. Below are some sentences that can be used to ask for and give suggestion

Asking Suggestion

Giving Suggestion

Do you have any ideas ?

You should + V1

Do you have any suggestions for me?

You had better + V1

Do you have any advice for me?

You ought to + V1

Would you mind giving me your suggestion?

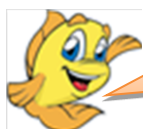
I advise you to + V1

Can you tell me what I should do?

I suggest you to + V1

What should I do?

I recommend you to + V1



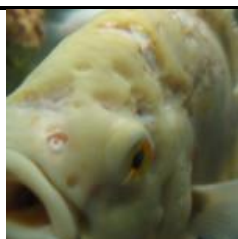
TASK 8

The texts below were taken from a forum in a blog that discusses diseases, symptoms, and the treatment of sick fish. Work in pairs and match the expressions in the left side with the suitable response in the right side. Then, report your answers to your classmates.



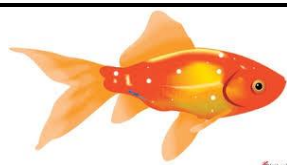
<http://i903.photobucket.com/>

Can anyone help me? My female clownfish has brooklynella. she eats and acts normally but the mucus is starting to look bad. What should I do to give her the best treatment?



<http://yashwantnaik.com/>

My flower horn has small pits and pimples on its head. Do you have any suggestion for my flower horn disease?



<http://www.koilogic.co.uk/>

I found may white bumps on my goldfish. Do you have any advice for me?

You should change the water, clean the rocks and add a medication like Quick Cure each day for 10 days. You can also prevent future outbreaks by adding aquarium salt to your tank. If the white bumps go untreated, your fish may die.

I suggest you to use formalin bath. Add at a dosage of 1000 ppm for some 15 minutes. It worked for my friend. Then, put your clown in quarantine tank, lower salinity to 09

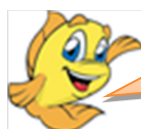
You had better give them antibiotics. Mix the antibiotics with the food at a dose of 1 mg/ 1 kg of food. Besides, add 10 kg of salt and papaya leaves in your pond.



<http://catfishfarminginnigeriavideos.blogspot.com/>

I don't know what happened to my catfish. They died recently with many ulcers on the body. Can you tell me what I should do to stop this mass death.

I advise you to add DIMETRYDAZOLE (5mg/ltr). Repeat treatment once every 3 days. Do a 20%-30% water change. It is sometimes necessary to inject METRONIDAZOLE, but do it with guidance of qualified personnel. The hole in the fish's head will disappear slowly.



TASK 9

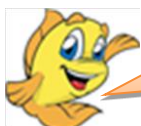
Identify the expression of asking and giving suggestion in Task 8. Write down the expressions in the column below. Then, report your answers to your classmates.

Asking for Suggestions

Giving suggestion

- 1.
- 2.
- 3.
- 4.

CREATING



TASK 10

Your father has problem with his tilapia farms. Many predators eat the fish. He wants to consult this problem to an expert but he doesn't know how to write it. Help him to write an email about the problem with his farm. Phrases in the brackets give you clues of what you have to write.

To : farhanbudiman@gmail.com

Subject : how to keep my fish farm from predator

Good morning Mr. Farhan. I want to consult about my tilapia farms. I have three tilapia ponds that are surrounded by rice fields. _____ (Birds eat tilapia).
 _____ (snakes eat tilapia too).
 _____ (cause big loss).
 _____ (ask suggestion)

Budiman, Magelang



TASK 11

1. You have problem with your fish (pond fish/ aquarium fish). Write a message to your friend (one of students in your class). Ask suggestion from his/her because you cannot solve the problem by yourself.

To:

(Your name)

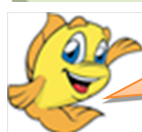
2. Change your message with your friend. You have to help his/ her solve the problem by giving an advise/ suggestion.

To:

(Your name)

B. LET'S LISTEN AND SPEAK

OBSERVING



TASK 12

Listen to the dialogue between Hamzah and his teacher. Tick (✓) and write items that you want to know.

No ☐ Items you want to know ☐

1. The content of the recording.
2. How to ask and give suggestion.
3. The expression of offering and the responses.

Write more things you want to know.

1.
2.
3.

QUESTIONING



TASK 13

items you want to know in Task 12. formulate relevant questions.
d 2 have been done as examples.

No

Questions

1. What is the recording about?
2. How do ask and give suggestion?
- 3.
- 4.

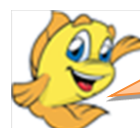
Provide answers for questions you formulated in Task 13 based on your knowledge.

No

Answers

- 1.
- 2.
- 3.
- 4.

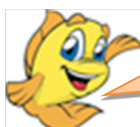
COLLECTING, ANALYZING, COMMUNICATING



TASK 14

Find the Indonesian of the English words below. Then, pronounce the words after your teacher.

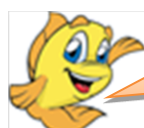
Cure	:	mass	:
ulcers	:	death	:



TASK 15

Listen to the dialogue between Hamzah and his teacher, Mr. Budi and decide whether the statements are true or false. Then, report your answers to your classmates. The listening script is in the Appendix.

No	Statements	T/F	Correction
1.	The competition will be held next month.		
2.	Hamzah will join the competition alone.		
3.	Hamzah and team have a plan to make alternative cure for catfish ulcers.		
4.	Mr. Budi suggested Hamzah to search the data as much as possible.		



Mr. Budi wants to meet Hamzah and his

TASK 16

Complete the dialogue between Wawan and a shopkeeper in a fish store using words in the box and answer the questions. Then report your answers to your classmates.

antibiotics	mouth	store
wound	disease	

- Shopkeeper : Good afternoon. Welcome to 'Ocean' fish 1. _____. Can I help you?
- Wawan : I'm looking for a medicine for my koi.
- Shopkeeper : Hmmm.....What's wrong with your koi?
- Wawan : There are white threads in the 2. _____ and its scales is dry too. Do you have any ideas of what medicine I should use?
- Shopkeeper : It seems that your koi has columnaris or cotton wool 3. _____. I recommend you to put potassium permanganate in the water to help clear up the condition.
- Wawan : What direct action should I take to help care for the disease?
- Shopkeeper : You can inject antibiotics and treat the 4. _____ directly.

- Wawan : Should I separate the infected Koi from the population?
- Shopkeeper : Yeah sure, you should put it in separated tank so the other fish do not become infected.
- Wawan : Okay thank you. I'll take a bottle of potassium permanganate.
- Shopkeeper : Would you like the 5. _____ too?
- Wawan : Yeah sure.

Questions:

1. What did Wawan mean when he asked "*Do you have any ideas of what medicine I should use*" to the shopkeeper?
Wawan wants to ask suggestion about medicine for his sick koi.
2. What did the shopkeeper mean when he said "*I recommend you to put potassium permanganate in the water to help clear up the condition.*" to Wawan?

3. What did Wawan mean when he asked "*What direct action should I take to help care for the disease?*" to shopkeeper?

4. What did the shopkeeper mean when he said "*You can inject antibiotics and treat the wound directly.*" to Wawan?

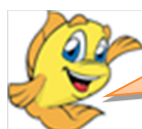
5. What did Wawan mean when he asked "*Should I separate the infected Koi from the population?*" to the shopkeeper?

6. What did the shopkeeper mean when he said "*Yeah sure, you should put it in separated tank so the other fish do not become infected.*" to Wawan?

7. What did the shopkeeper mean when he asked "*Would you like the injection too?*" to Wawan?

8. What did the Wawan mean when he said "*Yeah, sure*" to the shopkeeper?

9. What do you think the meaning of the expressions “*Do you have any ideas of what medicine should I use?*”, “*What direct action should I take to help care for the disease?*”; and “*Should I separate the infected Koi from the population?*”?
-
10. What do you think the meaning of the expressions “*I recommend you to put potassium permanganate in the water to help clear up the condition.*”; “*You can inject antibiotics and treat the wound directly.*”; and “*you should put it in separated tank so the other fish do not become infected.*”.
-
11. What do you think the meaning of the expressions “*Would you like the antibiotics too?*”
-
12. What do you think the meaning of the expressions “*Yeah, sure*”
-

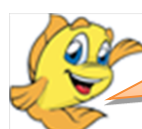


TASK 17

Study the explanation about expressions of asking and giving in Task 7 and study the explanation about expressions of offering below. Discuss them with your friends and ask your teacher if you don't understand the explanation.

EXPRESSING OFFERING

OFFERING	ACCEPTING	REFUSING
- Can I get you some?	- Yes please, that would be great.	- No, thanks
- Would you like some..?	- That's very kind of you. Thank you	- No, thank you
- Do you want some..?	- Sure, I'd love to	
- May I offer you some..?	- Yes. Thank you. That would be nice	
- Would you like me to get you some..?	- I like...	
- What would you like for..?		



TASK 18

Match the expressions in left column with the suitable responses in the right column below. Report your answer to your classmates.

Would you like me to accompany you to buy an aquarium?

No, thanks. I've just got my lunch

Do you want grilled lobster?

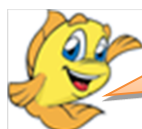
Tuna would be great

What would you like for dinner tonight?

Yes, please. Thank you. That would be nice.

Would you like me to feed your guppies while you are away?

That's very kind of you. Now I don't have to be worried to leave



TASK 19

Listen to the following dialogue between Dinda and Dr. Rahmat, a veterinarian. Complete the blanks with suitable expressions in the box. Then report your findings with your classmates.

Dr. Rahmat : Please come in and have a seat. _____ a drink?

Dinda : Yes please. That would be nice

Dr. Rahmat : Ok. Here you are. What can I do for you?

Dinda : Doctor, My guppies have problem. They appear to be swimming in a great hurry but they don't move at all.

Dr. Rahmat : Hmm..... Is there any other symptoms?

Dinda : The fins flap very fast, and the fish gasp for breath at the surface.

- Dr. Rahmat : How about the physical symptoms?
- Dinda : Their gills become swollen and discoloured. _____?
- Dr. Rahmat : It seems that there are bacteria, fungi, or parasites in water that cause gill disease. You should improve the quality of water in your aquarium.
- Dinda : _____ to improve the water quality?
- Dr. Rahmat : You ought to change the water frequently.
- Dinda : _____ put medicine to the water?
- Dr. Rahmat : Not necessarily _____ add anti-bacterial solution to the water to help cure the disease.
- Dinda : Thank you very much doctor.
- Dr. Rahmat : _____ give you pill anti-bacterial?
- Dinda : No, thank you. Liquid would be better.

Do you have any suggestion

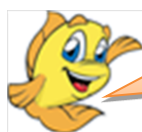
What should I do

you had better

Should I

Would you like

Would you like me to



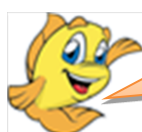
TASK 20

Read the dialogue between Dinda and Dr. Rahmat in Task 19. Complete the table below by listing the expressions of asking and giving suggestion and also expressions of offering including the way to accept and refuse the offer. Then, report your answers to your classmates.

Asking for suggestion	Giving suggestion

Expressions of offering	Accepting offering	Refusing offering

CREATING



TASK 21

Read the dialogues below and complete the blanks using suitable expressions. Do it individually.

- Salwa and Alya are talking about Alya's fish at Alya's house

Alya : Look at my fish Salwa, they are dead whereas I feed them three times a day.

1. _____ to keep the rest alive?

Salwa : I have told you Alya that 2. _____ overfeed them

Alya : Why? does the food make fish die?

Salwa : Not directly but the remains of the food will create bacteria in your tank.

Alya : Did the bacteria cause my fish dead?

Salwa : Absolutely yes.

2. Fahmi is at a pet store.

A shopkeeper : Good evening. Can I help you?

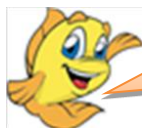
Fahmi : I want to buy pellets for my sword fish

A shopkeeper : 1. _____ big package?

Fahmi : Yes, that would be nice

A shopkeeper : 2. _____ the vitamin for your fish?

Fahmi : No thanks. I still have some at my house



TASK 22

Read the dialogues and complete the blanks using suitable sentences containing expression of asking and giving suggestion and offering. Do it individually

1

.

(asking suggestion)
What should I do to keep
my aquarium fish from
bacteria?

You should clean your
aquarium frequently and
put some anti-bacteria to
the water

2

.

(asking suggestion)

I recommend you to see a
veterinarian to help you
cure the rot fin on your
arowana

3

Can you tell me what I
should do to heal white
spots on my goldfish?

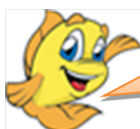
(giving suggestion)

(offering)

Yes please. That sounds
great because I really need
medicine for my

Would you like me to
feed your fish aquarium?

(refusing an offer)



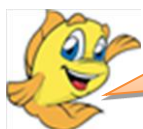
TASK 23

Have short dialogues with your classmate based on the situations given. Use expressions of asking and giving suggestions and also expressions of offering including the responses. Act out the dialogues with your partner.

1. Your aquarium fish seem so weak. They don't have appetite and swim so slow. Ask for a suggestion to your friend who has the same fish as you.
2. Your father asks for a suggestion because some birds ate the fish in the pond. Give your suggestion.
3. You think that you have so many guppies that your aquarium becomes too crowded. Offer your friend to buy some of your guppies.

4. Your sister offers you to feed your clownfish but you have just given them food.

C. HOMEWORK



TASK 24

Find out a consultation rubric about fishery in a printed or online magazine or newspaper. List the expression of asking and giving suggestion that you find. Attach the consultation rubric when you submit the homework. Don't forget to write down the source. Work in pairs.

D. LET'S MAKE A SELF-REFLECTION

Before I studied
this chapter

I didn't understand

When I was
studying this
chapter

Difficulties:

.....

How I overcame the difficulties

.....

After I had studied
this chapter

I think

.....

E. LET'S MAKE SUMMARY

Expression of asking and giving suggestion

Asking Suggestion

Do you have any ideas ?

Do you have any suggestions for me?

Do you have any advice for me?

Would you mind giving me your suggestion?

Can you tell me what I should do?

Giving Suggestion

You should + V1

You had better + V1

You ought to + V1

I advise you to + V1

I suggest you to + V1

Expression of offering

OFFERING

- Can I get you some?
- Would you like some..?
- Do you want some..?
- May I offer you some..?
- Would you like me to get you some..?
- What would you like for..?

ACCEPTING

- Yes please, that would be great.
- That's very kind of you. Thank you
- Sure, I'd love to
- Yes. Thank you. That would be nice
- I like...

REFUSING

- No, thanks
- No, thank you

F. UNIQUE FACTS

DID YOU KNOW?



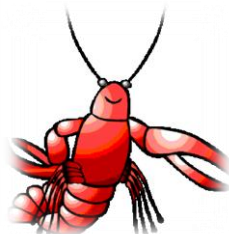
www.shakahariblog.com img2.wikia.nocookie.net

Pufferfish (ikan buntal) can create underwater crop circles.



<http://www.hoax-slayer.com>

Salamander Fish can survive without water, not just for an hour or so but for many weeks, sometimes even months



<http://imgs.tuts.dragoart.com>

<http://tnl.esd113.org>

Although [jellyfish](#) and crayfish have the word 'fish' in their name, they aren't actually fish.

Taken from <http://facts.randomhistory.com/fish-facts.html>

SCIENTIFIC APPROACH**CHAPTER 3****HOW TO BREED AND TAKE CARE OF FISH**

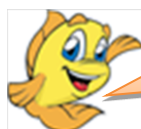
Pictures:<http://hotsnapshot.blogspot.com>

<http://www.gofishing.co.uk>

<http://i.ytimg.com>

After you graduate from Vocational High School, you are expected to have your own business in fishery industries. One of them is fish farming. The farming is both consumption and aquarium fish. Do you know how to tell others how to do fish farming orally and in written? In this unit, you will learn the tips how to breed your fish and how to take care of them both orally and in written form.

A. WARM-UP



TASK 1

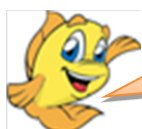
Study the pictures and answer the questions.



Questions:

1. Can you guess what is the man doing?
2. Have you ever tried to do the kind of activity?
3. What materials that are needed by the man?

picture: <http://benihikanmurah.com>



TASK 2

The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English words below. Pronounce the words after your teacher.

adhere (v) / əd'hɪər /	:
appetite (n) /'æpɪtaɪt /	:
behavior (n) /bɪ'hɛɪvjə/	:
compatible (adj) /kəm'pætə /	:
female (adj) /'fi:meɪl/	:
fry (n) / fraɪ/	:
gestation (n) /dʒe'steɪʃ	:
hatch (v) /hætʃ/	:
injection (n) /ɪn'dʒɛkʃ /	:
male (adj) /meɪl/	:
rinse (v) /rɪns /	:
shed / ʃed /	:
shell / ʃel/	:
sign (n) /saɪn /	:
stir (v) /stɜ:/	:
surface (n) /'sɜ:fɪs/	:
tank (n) /tæŋk/	:

B. LET'S READ AND WRITE

OBSERVING



TASK 3

Read the procedure text about how to breed carp. Then tick (✓) and write items you want to know.

HOW TO BREED CARP



1. Select good broodstock. Good female broodstock fish have a large egg mass and appear fat. A female carp can be spawned three times a year.

2. Give the fish a series of injections with a hormone that starts the final gonadmaturation process. After the final injection the carp will spawn the next day.



3. Remove the fish from their holding facility if the final maturation process has been completed,



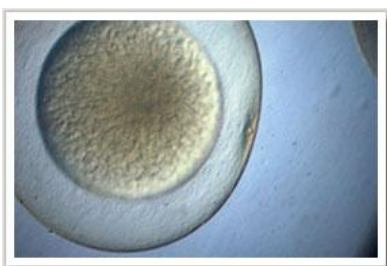
4. Squeeze the eggs out of the female. Make sure that no water touches the eggs or they can't be fertilised. Note the towel to keep the water off the eggs.



5. Collect the milt, or male sperm by gently squeezing the belly. Like the eggs it's important to ensure that no water goes in with the milt.



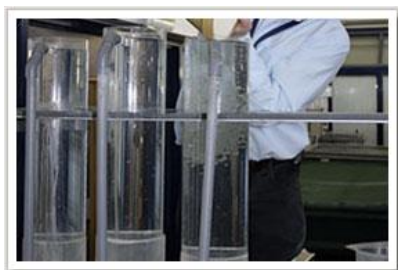
6. Mix the milt and eggs, and fertilisation of the eggs begins.



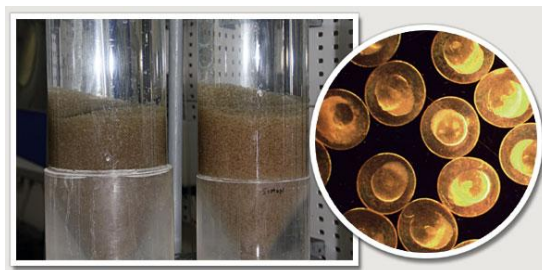
7. The sperm enters the egg via a small hole called a micropile.



8. To improve the number of eggs, fertilised is also added. Stir the egg for about an hour and then rinse them to remove the stickiness.



9. Place the eggs in an incubation jar to remove the stickiness. This maintains a flow of clean water over the eggs.



10. The eggs gently roll inside the incubator and develop. They will hatch after about three days.

Adapted from <http://www.gofishing.co.uk>

No Items you want to know

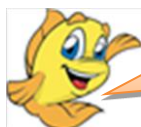
1. The Indonesian of the underlined words.
2. The content of the text.
3. The social function of procedure text.

4. The text structure of procedure text.
5. The grammar used in procedure text.

Write more things you want to know.

1.
2.
3.

QUESTIONING



TASK 4

Based on the items you want to know in Task 3, formulate relevant questions. Number 1 and 2 have been done as examples.

No

Questions

1. What are the Indonesians of the underlined words?
2. What is the text about?
- 3.
- 4.

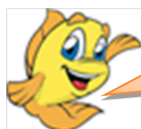
Provide answers for questions you formulated in Task 4 based on your knowledge

No

Answers

- 1.
- 2.
- 3.
- 4.

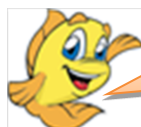
COLLECTING DATA, ANALYZING DATA, AND COMMUNICATING



TASK 5

Read the text entitled “How to breed carp” in Task 3 and match the words in the left box with the words in the right based on the text. Then, report your answers to your classmates. Work in pairs.

Broodstock Squeeze Milt Belly Fertilization Stir Rinse Jar Stickiness Hatch		Perut Mengaduk Menetas Memeras Merendam Kelengketan Induk Pembuahan Tabung Spermaikan
--	--	--

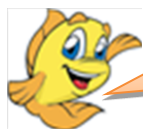


TASK 6

Read the text again and circle the right answers. Then report them to your friends

1. What is the first step to breed carp?
 - a. Give a fish a series of injection
 - c. Collect the milt or sperm
 - b. Choose a good broodstock together
 - d. Put a male and female carp together
2. Why is it important to give the fish a hormone injection?

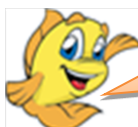
- a. Because it starts the maturation process
 - b. Because a broodstock need to be healthy and fat
 - c. Because it can increase the number of egg.
 - d. Because it can increase the milt.
3. When will the fish spawn?
- a. One day after the hormone injection
 - b. Two days after the hormone injection
 - c. Three days after the hormone injection
 - d. Four days after the hormone injection
4. After the eggs and milt are collected, what should we do next?
- a. Put them in incubation jar
 - b. Mix them in a bowl
 - c. Remove them from holding facility
 - d. Put the milt inside the broodstock
5. When does the fertilization begin?
- a. When a hormone injection is given
 - b. When the eggs are squeezed out
 - c. When the eggs and milt are mixed.
 - d. When the eggs and milt are rinsed
6. Where does the fertilization happen?
- a. In a bowl
 - b. In an incubation jar
 - c. Inside the female carp
 - d. Inside the male carp
7. The word "they" in step 4 refers to ...
- a. The milt
 - b. The eggs
 - c. The carp
 - d. The injection
8. How long will the eggs hatch?
- a. After one day
 - b. After two days
 - c. After three days
 - d. After four days



TASK 7

Read the statements below and choose the right statements based on the procedure text you read. Then report them to your classmates.

No	Statements
1.	<input type="checkbox"/> The purpose of procedure text is to tell the reader how to do something. <input type="checkbox"/> The purpose of procedure text is to tell the reader about writer's past experience.
2	<input type="checkbox"/> The purpose of procedure text is to tell the reader an expert's opinion. <input type="checkbox"/> The purpose of procedure text is to tell the reader how to make something.



TASK 8

Study the explanation about the structure of procedure text. Discuss it with your classmates. Ask your teacher if you don't understand the explanation.

PROCEDURE TEXT

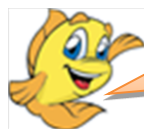
The Definition

There are three common definitions of procedure text as listed below:

1. Texts that explain how something works or how to use instruction / operation manuals e.g. how to use the video, the computer, mobile phone, etc.
2. Texts that instruct how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules.
3. Texts that deal with human behaviour eg how to live happily, how to succeed.

Generic Structure

1. Goal/aim
2. Materials/equipment (optional)
3. Methods/steps

**TASK 9**

Read the procedure text and complete the box based on the explanation you read in Task 8. Then, report your answers to your classmates.

How to Breed Goldfish

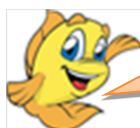
You will need:

- male and female goldfish.
- Main tanks and a breeding tank
- Fry tank (10 to 20 gallons)
- Plants (preferably [live plants](#), though silk or plastic will do)

Instructions :

1. Keep male and female goldfish in separate tanks before choosing breeding pairs. Feed them regularly with high quality dry and live food like brine shrimp and live black worms.
2. Set up a breeding tank with fresh water and good aeration devices. Include aquarium plants that can serve as places for the goldfish eggs to adhere.
3. Adjust the breeding tank's temperature to about 64 degrees F. Make sure that the temperature in your main goldfish tanks is also 64 degrees.
4. Choose breeding goldfish in late spring or early summer. Select three males that have hard, white round growths on their bodies and two fertile females with plump abdomens and left sides. Introduce them into the breeding tank between 5 pm and 7 pm.
5. Turn up the temperature in the breeding tank until it's 68 degrees F. The temperature change encourages breeding activity. Wait for the female to lay eggs and the male to fertilize them.
6. Return the breeding goldfish to the main tank three hours after spawning has occurred.
7. Turn the temperature in the breeding tank back down to 64 degrees. Allow the eggs to incubate for eight to nine days. Add one drop of 1% Methylene Blue per gallon of water to the tank.
8. Watch for hatching after five days. Allow the fry three days to complete their hatching cycle.
9. Feed the fry live food in the form of infusorians, very young brine shrimp, and sifted daphnia.

Adapted from http://www.ehow.com/how_2090229_breed-goldfish.html



TASK 10

Study the explanation about imperative sentences. Discuss it with your classmates. Ask your teacher if you don't understand the explanation.

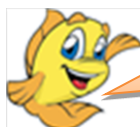
IMPERATIVE SENTENCE

When you produce a procedure text, you need to use imperative sentences. What is imperative sentence?

- It is a type of sentence that gives advice or instructions or that expresses request or command.
- An imperative sentence typically begins with the Verb 1. The subject "You" is eliminated
- Example:

Keep male and female goldfish in separate tanks

Adjust the breeding tank's temperature to about 64 degrees F.



TASK 11

Arrange the jumbled words below into good imperative sentences. Then, report your answers to your classmates.

How to breed discus

1. in - keep - that - is - your discus - big enough - for them - an aquarium

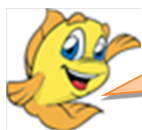
2. water- your fish - conditions - for - maintain- suitable.

3. your - a lot of - discus - protein - feed.

4. keep - tank - eggs - in the same - as - the parents - the.

5. brine - the fry - feed - baby- shrimp.

6. the discus fry - keep - with - the - for 6 weeks - parents.

**TASK 12**

Make imperative sentences using the words provided below. Then, report your answers to your classmates.

1. select

2. put

3. feed

4. remove

5. give

6. clean

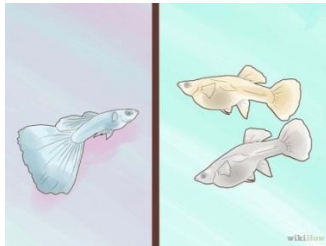
7. keep

CREATING



TASK 13

Fill in the blank by labeling the pictures with the suitable steps of breeding guppies provided below. Do it individually.



1.



2.



3.



4.



5.



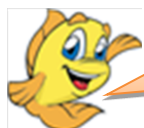
6.

- Adjust the tank for your fish's needs. Set the temperature to around 77-79 degrees Fahrenheit (25 to 26.11 C) while the females and male are in the tank together
- Know when your fish is about to give birth. Generally, the gestation period will take 26 to 31 days. Some signs of a fish going into labor are: being very still, hanging out

near the heater, or a change in appetite (including refusing to eat, or spitting her food out.)

- Select the breeding tank. Select a 10 to 20 gallon tank with a heater and a gentle filter
- Place the guppies in the breeding tank. At this point, all you can do is wait for your fish to breed. Place the male back in the regular tank when you notice that your female(s) are pregnant. A pregnant guppy has a dark mark on her abdomen. This mark is called a gravid spot
- Select the fish you want to breed in terms of number of fish (normally one male and two or three female), pattern, and tail shape
- Set up the tank. Sadly, guppy parents can turn rather cannibalistic so you will need to provide the fry with hiding places for after they are born. Adapted from

www.wikihow.com



TASK 14

Interview a fish farmer in your village about how to breed a certain kind of fish.

Then write down the result of your interview. You can do the interview in pairs or in groups but write down the result individually.

Goal

Materials (optional):

Steps

1. _____

2. _____

3. _____

4. _____

5. _____

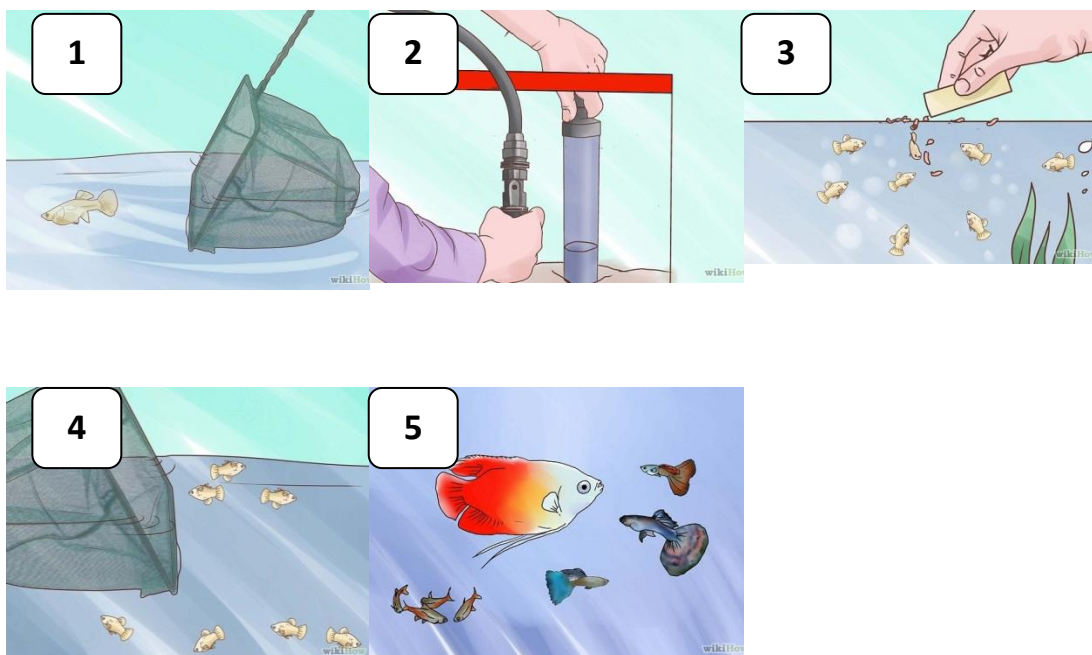
6. _____

7. _____

C. LET'S LISTEN AND SPEAK



Listen to the procedure text about how to take care of guppy fry after they were born. Tick (✓) and write items that you want to know.



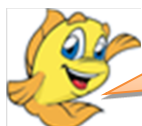
No Items you want to know

1. The content of the recording.
2. How to tell a procedure text in form of tips.
3. Why does the speaker use first, second, then, finally.
- 4.
- 5.

Write more things you want to know.

1.
2.
3.
-

QUESTIONING



TASK 16

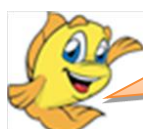
Based on the items you want to know in Task 15, formulate relevant questions. Number 1 and 2 have been done as examples.

- | No | Questions |
|----|---|
| 1. | What is the recording about? |
| 2. | How to tell a procedure text in form of tips? |
| 3. | |
| 4. | |

Provide answers for questions you formulated in Task 16 based on your knowledge.

- | No | Answers |
|----|---------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

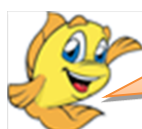
COLLECTING, ANALYZING, COMMUNICATING



TASK 17

Find the meanings of the words below in a dictionary. Then pronounce the words after your teacher.

fry /fraɪ /	:	tank /tæŋk/	:
flake /fleɪk/	:	female /'fi:meɪl/	:
remove /rɪ'mu:v/	:	feed /fi:d /	:
fend / fend/	:	brine /brain /	:



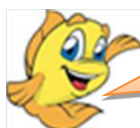
TASK 18

Listen to the text entitled how to take care of guppy fry and check whether the statements below are true or false. If they are false, correct them. Then report your answers to your classmates.

No	Items	True	False	Corrections
1.	Mamma guppy will be cannibalistic and eat her babies.			
2.	Fry need to live in a tank that is more than degrees C.			
3.	Guppy fry only eat vegetable flakes			
4.	The fry can be removed to normal tank when they are about a month and a half to			

two months old.

5. Guppy fry can be put with all kinds of fish including the aggressive one.



TASK 19

Study the explanation about sequencing connectives. Discuss it with your friends. Ask your teacher if you don't understand the explanation.

SEQUENCING CONNECTIVES

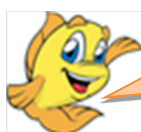
In telling a procedure text about tips, sometimes you need sequencing connectives because:

- These help to develop the logical sequence of your ideas.
- They enable you to show chronological order

The sequencing connectives include *first, second, third, then, after that, before, etc.*

Example :

1. **First**, make sure your water condition is good
2. **Second**, set your water temperature.
3. **After that**, put your fish to the aquarium.



TASK 20

You will hear a man giving tips to take care of a blue gourami. Listen and arrange the jumbled sentences into a good text by giving a number to the boxes. Then, underline the connectives. After that, report your answer to your classmates.

☐

Then, keep your tank very clean and make sure the filter is working properly. Keep the water warm for your Gourami.

☐

Hi Gourami lovers. I am Brian and today I will give you tips to take care of your blue gourami.

☐

Second, look closely at your fish. You will know the conditions and the emotions of your fish by the colour of its body and the spots.

- ☐ First, be sure that your Blue Gourami is in the proper aquarium with the proper tank mates.
- ☐ After that, give your new friend a place to hide. The Blue Gourami gets scared very easily. Add plants to the tank for the fish to hide.
- ☐ Then, know what behavior to expect. It is normal for the fish to stick its mouth up to the surface, it's very important to find the proper tank mates or it will attack other fishes.

Adapted from www.wikihow.com/Take-Care-of-a-Blue-Gourami



TASK 21

Listen to the procedure text entitled “How to take care of your aquarium fish and fill in the blanks with the words in the box. Work in pairs. Then report your answer to your classmates.

tropical

cycle

add

equipment

water

jumping

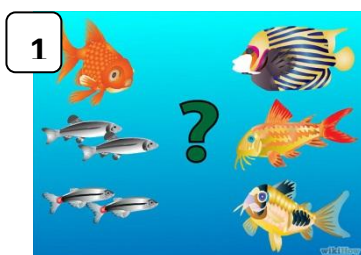
tails

compatible

feed

tank

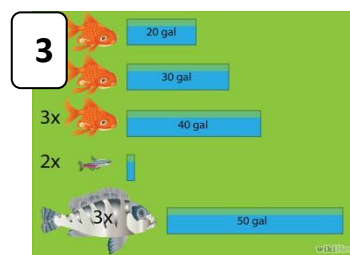
HOW TO TAKE CARE OF YOUR AQUARIUM FISH



Decide whether you want ____ (angelfish, corydoras catfish) or Coldwater fish (goldfish and minnows fish)



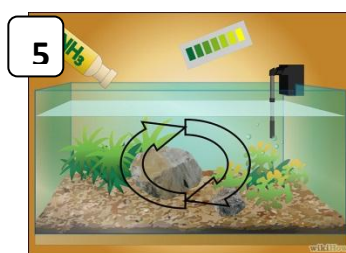
Decide what kind and how many fish you want. Research before putting species together. Some fish are _____, others aren't.



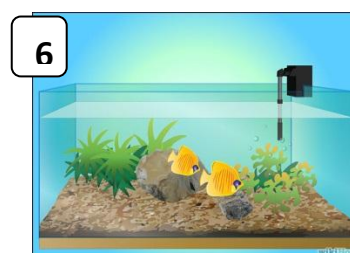
Get an appropriately sized _____. Look up the minimum tank size for each fish.



Make sure you have all the proper _____ - filters, heaters, water conditioner, test kit, etc.

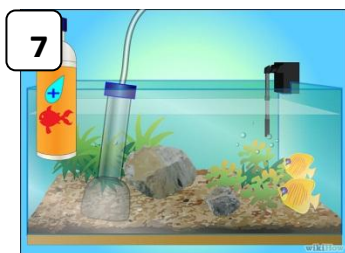


Set up the tank and _____ it.

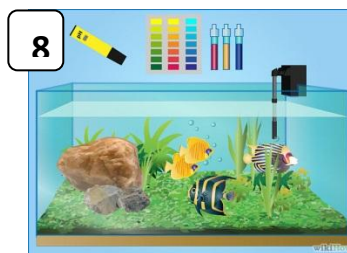


Put your fish in. Only _____ a few fish to start with, and slowly build up the population.

continue...



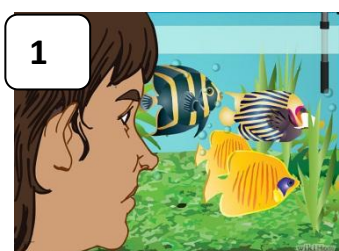
Change the _____ weekly. 20-30% is a good amount.



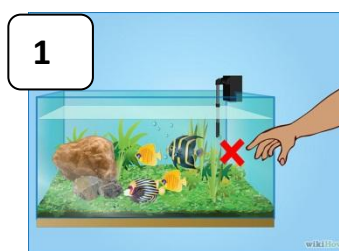
Test the water regularly. Make sure you have 0 ammonia, 0 nitrite, and under 40 nitrate.



_____ your fish two or three times a day.

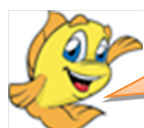


Monitor your fish and check for anything strange: changing colour, falling off fins, damaged _____, etc.



Try not to stress out your fish. This includes putting your hand in the tank when you don't need to, touching them, or _____ near the tank.

www.wikihow.com



TASK 22

Listen again the dialogue in Task 21 and answer the questions. Then report your answers to your classmates.

1. Why can't you put all species together in the same tank?

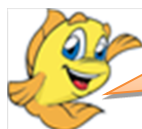
2. Is it important for you to have all the proper equipment? Why?

3. How often should you change the water?

4. How many times should you feed your fish?

5. What actions can stress your fish?





CREATING



TASK 23

The pictures below give you information how to take care of crayfish. Give captions to the pictures. Don't forget to use imperative sentences and connectives if needed. Use the words as clues to make sentences. Do it individually. Then present your answers in front of 4 students.

HOW TO TAKE CARE OF CRAYFISH

Pictures	Clues	Sentences
<div>1</div> 	Crayfish, tropical fish store, pet store	First, Get a crayfish at a tropical fish store or another pet store.
<div>2</div> 	Right tank, decoration, 70-75 degrees Fahrenheit	
<div>3</div> 	Sinking pellets, vegetables, frozen food, chicken	
<div>4</div> 	Other fish, eat	

5



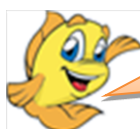
Take extra care,
molt, shed.

Don't remove the
shell.

6



Keep, escaping, tank



TASK 24

Imagine that you are an aquarium fish lover and you want to share the tips to take care of one of the fish below to others. Use imperative sentences and sequencing connectives. You should have at least 5 steps. Do it individually and report it to your classmates orally. Remember, you have to choose one fish only.

1. How to take care of flowerhorn fish (Luo Han)



<http://juriglouhan.files.wordpress.com>

2. How to take care of arowana



<http://dody94.files.wordpress.com>

3. How to take care of angel fish



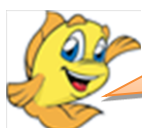
www.reeflivesurvey.com

4. How to take care of clownfish



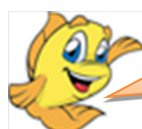
<http://www.myinterestingfacts.com>

D. HOMEWORK



TASK 25

Find a video that consists of tips to take care of a certain fish in www.youtube.com. Paraphrase it using your own words in a piece of paper. Do it individually.



TASK 26

Make a video that contains a demonstration about how to take care of a certain water animal. You may use pictures as properties. Put your video in a dvd-rw. Work in pairs.

E. LET'S MAKE A SELF-REFLECTION

Before I studied this chapter I didn't understand

**When I was studying
this chapter**

Difficulties:

.....

How I overcame the difficulties

.....

**After I had studied
this chapter**

I think.....

.....

F. LET'S MAKE SUMMARY

PROCEDURE TEXT

The Definition

There are three common definitions of procedure text as listed below:

1. Texts that explain how something works or how to use instruction / operation manuals e.g. how to use the video, the computer, mobile phone, etc.
2. Texts that instruct how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules.
3. Texts that deal with human behaviour eg how to live happily, how to succeed.

Generic Structure

1. Goal/aim
2. Materials/equipment (optional)
3. Methods/steps

IMPERATIVE SENTENCE

Imperative sentence is a type of sentence that gives advice or instructions or that expresses request or command.

An imperative sentence typically begins with the verb 1.

SEQUENCING CONNECTIVES

In telling a procedure text about tips, sometimes you need sequencing connectives because:

- These help to develop the logical sequence of your ideas.
- They enable you to show chronological order

Example :

1. **First**, make sure your water condition is good
2. **Second**, set your water temperature.
3. **After that**, put your fish to the aquarium.

G. UNIQUE FACTS

DID YOU KNOW?



<http://photos.zoochat.com>

The oldest known age for a fish was an Australian lungfish. In 2003, it was still alive and well at 65 years old



<https://www.google.com/search?q=Electric%20eels>

Electric eels and electric rays have enough electricity to kill a horse.



<http://www.forum.aquastatus.ru>

Anableps, four-eyed fish, can see above and below water at the same time.

<http://facts.randomhistory.com/fish-facts.html>

APPENDIX

UNIT 1

TASK 18

CARP

Carp, along with goldfish, roach, and tench, belong to the *Cyprinidae* family. Carp are native to central Asia. Now, they become most widely distributed freshwater fish in the world.

They have small eyes, thick lips, a forked tail and a single dorsal (top) fin with strongly serrated spines. The scales are large and thick. The colour of carp varies. In the wild they are usually olive green to bronze or silvery in colour with a paler underside.

Carp are usually found in still or slowly flowing waters at low altitudes, especially in areas where there is abundant aquatic vegetation. They are also found in brackish lower reaches of some rivers and coastal lakes.

Carp are omnivorous. They consume a range of small food items such as molluscs, crustaceans, insect larvae and seeds. These food items are sucked up (along with mud and water) from the bottom and filtered out using the gill rakers. Carp rarely eat fish, but may consume fish eggs and larvae and disturb breeding sites.

Under suitable conditions, carp are highly prolific. They mature early – as early as 1 year for males and 2 years for females – and the females produce large numbers of sticky eggs (up to 1.5 million for a 6kg fish). Carp migrate to and from breeding grounds during the breeding season, sometimes they travel hundreds of kilometres. Most eggs and larvae die before they reach adulthood, although more may survive if environmental conditions are suitable. (<http://www.dpi.nsw.gov.au>)

TASK 22

A guppy (*Poecilia reticulata*), also known as rainbow fish, is one of the most popular [freshwater aquarium fish species](#). The natural range of guppies is in northeast South America.

Adult guppies range to 2½ inches length. They have cute faces and beautiful colours like red, green, blue, yellow, black, bronze, and the combination of those. Male guppies, which are smaller than females, have ornamental caudal and dorsal [fins](#), while females are duller in colour.

They are very easy to keep them in an aquarium because they are highly adaptable and thrive in many different environmental and ecological conditions. Guppies

prefer a [hard wateraquarium](#) with a temperature between 25.5 and 27.8 °C and salt levels equivalent to one tablespoon per 19 litres .

Wild guppies generally feed on [benthicalgae](#) and aquatic insect [larvae](#) but as pets, they like both meat and vegetable flakes.

UNIT 2

TASK 12

- Hamzah : Good morning Mr. Budi!
- Mr. Budi : Good morning Hamzah
- Hamzah : I want to have a consultation dealing with the competition of innovation in fish farming which will be held next three month.
- Mr. Budi : Yeah sure. What's the problem? Have you found the idea?
- Hamzah :Yes, Sir. I and my team want to develop alternative cure for the ulcers that caused mass death of catfish that is faced by our farmers recently. The problem is we don't know what to do first. Do you have any suggestion for us?
- Mr. Budi : That's very great idea. I suggest you collect the information or data about the concept from books and internet as much as possible.
- Hamzah : Then, what should we do next?
- Mr. Budi : You should list and collect the materials that you need to make the alternative cure and state the advantages. Then you should have practice to demonstrate the steps to make the cure.
- Hamzah :Okay, Sir. Thank you for the suggestion. Now I know what to do.
- Mr. Budi competition? :Yeah.. it's okay. Would you like to see the document of last year
- Hamzah : I'd love to. That would help a lot. I'll tell my team.
- Mr. Budi : Okay, see me at 2 this afternoon in my office
- Hamzah : Yes, Sir. Thank you very much

UNIT 3

Task 15

How to take care of Guppy Fry

- First, remove your female guppy from the breeding tank once the fry have been born because mama guppy can occasionally become cannibalistic and will eat their babies.
- Second, keep the tank clean and at a healthy temperature. Fry need to live in a tank that is around 25.5 degrees C.
- Then, feed the fry the right food. Guppy fry eat [brine shrimp](#), micro-worms or powdered flakes. They should be fed twice a day. Guppies enjoy both meat and vegetables. You should feed your guppies vegetable flakes, as well as standard flakes.
- After that, take steps to ensure that your fry are healthy. This means removing any fry that have died.
- Finally, move the fry to the normal tank when they get big enough. About a month and a half to two months old, they will be ready to fend for themselves outside of the breeding tank. You can put them into your normal tank with non-aggressive fish, sell them to your local pet store, or give them to friends as gifts.

TASK 20

1. Hi Gourami lovers. I am Brian and today I will give you tips to take care of your blue gourami.
2. First, be sure that your Blue Gourami is in the proper aquarium with the proper tank mates.
3. Second, look closely at your fish. You will know the conditions and the emotions of your fish by the colour of its body and the spots.
4. After that, give your new friend a place to hide. The Blue Gourami gets scared very easily. Add plants to the tank for the fish to hide.
5. Then, know what behavior to expect. It is normal for the fish to stick its mouth up to the surface, it's very important to find the proper tank mates or it will attack other fishes.
6. Then, keep your tank very clean and make sure the filter is working properly. Keep the water warm for your Gourami.

TEXT SOURCES

<http://en.wikipedia.org/>
<http://www.britannica.com>
<http://www.aquariumlife.net>
<http://www.gofishing.co.uk>
http://www.ehow.com/how_2090229_breed-goldfish.html
www.wikihow.com
[http://www.dpi.nsw.gov.au\)](http://www.dpi.nsw.gov.au)

PICTURE SOURCES

<http://bioexpedition.com>
[http:// wikimedia.org](http://wikimedia.org)
<http://www.reeflivesurvey.com>
<http://bioexpedition.com>
<http://tropicalfish.com>
<http://www.flmnh.ufl.edu>
<http://masspictures.net>
[http:// wikimedia.org](http://wikimedia.org)
<http://mahakam.biz>
<http://www.tommyschultz.com>
<http://www.breeding-guppies.com>
<http://images.nationalgeographic.com>
<http://www.americanaquariumproducts.com>
<http://www.google.com>
<http://www.ag.auburn.edu>
<http://2.bp.blogspot.com>
<http://www.dreamstime.com>
[:http://www.fishlore.com](http://www.fishlore.com)

<http://i903.photobucket.com/>

<http://yashwantnaik.com/>

<http://catfishfarminginnigeriavideos.blogspot.com/>

www.shakahariblog.com

<http://www.hoax-slayer.com>

<http://imgs.tuts.dragoart.com>

<http://tnl.esd113.org>

<http://www.koilogic.co.uk/>

<http://hotsnapshot.blogspot.com>

<http://www.gofishing.co.uk>

<http://benihikanmurah.com>

<http://www.wikihow.com>

APPENDIX F

(THE EXPERT JUDGMENT QUESTIONNAIRE)

SURAT PERMOHONAN *EXPERT JUDGMENT*

Hal : Permohonan Kesiediaan *Expert Judgment*

Lampiran : 1 bendel

Kepada Yth.

Bapak Ari Purnawan, S.Pd.,M.Pd.,M.A.

Dosen Jurusan Pendidikan Bahasa Inggris

Fakultas Bahasa dan Seni UNY

Di Yogyakarta

Dengan Hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama ini saya:

Nama : Febriyani Asih Rahayu

NIM : 10202244055

Judul Penelitian : *Developing English Learning Materials for Grade XI Students of Fishery Study Program.*

Memohon dengan sangat kesiediaan bapak untuk memberikan *Expert Judgment* pada produk yang telah saya buat berupa tiga unit materi bahasa Inggris untuk kelas XI SMK Jurusan Perikanan.

Demikian permohonan saya sampaikan, atas bantuan dan kesiediaan bapak saya mengucapkan terima kasih.

Yogyakarta, 9 September 2014

Pemohon,

Febriyani Asih Rahayu

NIM 10202244055

ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS
UNTUK SMK KELAS XI JURUSAN PERIKANAN

(Disusun berdasarkan Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris)

A. DATA RESPONDEN

Nama : _____

Jenis kelamin : L/P (coret yang tidak sesuai)

Pendidikan : () D3 () S1 () S2 () S3

Lama Mengajar : _____ tahun

B. EVALUASI MATERI

Berilah tanda centang (✓) pada salah satu kolom jawaban yang tersedia sesuai dengan pendapat Anda.

Keterangan :

SS : Sangat Setuju (4)

S : Setuju (3)

TS : Tidak Setuju (2)

STS : Sangat Tidak Setuju (1)

**Angket Evaluasi Materi Pembelajaran Bahasa Inggris UNIT 1 untuk
Kelas XI SMK Jurusan Perikanan**

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *factual report* dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.
- 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

No	Pernyataan	SS	S	TS	STS
----	------------	----	---	----	-----

KELAYAKAN ISI

1. Materi yang dikembangkan sesuai dengan Kompetensi inti (KI) dan Kompetensi Dasar (KD) kurikulum 2013 untuk kelas XI SMK.
2. Materi yang dikembangkan memiliki topik yang sesuai dengan konteks kehidupan siswa kelas XI SMK jurusan perikanan.
3. Materi pembelajaran mencakup teks-teks dan percakapan yang relevan dengan kehidupan sehari-hari dan bidang perikanan.
4. Materi mencakup pembelajaran struktur sebuah teks.
5. Materi mencakup pembelajaran fungsi sosial sebuah teks.
6. Materi mencakup pembelajaran fitur linguistic sebuah teks.

No	Pernyataan	SS	S	TS	STS
7.	Materi mencakup pembelajaran kosakata yang relevan dengan topic sebuah unit.				
8.	Materi mencakup pembelajaran pronunciation yang relevan dengan topic sebuah unit.				
9	Materi mencakup aktivitas yang membimbing siswa mengembangkan kompetensi dalam berkomunikasi secara lisan secara akurat dan berterima.				
10.	Materi mencakup aktivitas yang membimbing siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis secara akurat dan berterima.				

KELAYAKAN BAHASA

11. Bahasa yang digunakan danlami materi pembelajaran ini sesuai dengan kaidah Bahasa Inggris yang benar.
12. Bahasa yang digunakan dalam penjelasan yang ada dalam materi sesuai dengan perkembangan kognitif siswa.
13. Bahasa yang digunakan dalam instruksi yang ada dalam materi sesuai dengan perkembangan kognitif siswa.
14. Bahasa yang digunakan dalam penjelasan yang ada dalam materi sesuai dengan perkembangan bahasa siswa.
15. Bahasa yang digunakan dalam instruksi yang ada dalam materi sesuai dengan perkembangan bahasa siswa.
16. Materi ini mencerminkan keruntutan makna pada satu bab/subbab/kalimat/paragraf.
17. Materi pembelajaran menggunakan satu jenis variasi bahasa secara konsisten.

KELAYAKAN PENYAJIAN

18. Materi yang disajikan sudah sesuai dengan langkah-langkah pembelajaran menggunakan metode saintifik kurikulum 2013 mulai dari

mengamati sampai mencipta.

19. Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang.
20. Materi disajikan sesuai urutan pembelajaran Bahasa Inggris yang komunikatif.

No	Pernyataan	SS	S	TS	STS
21.	Kegiatan pembelajaran dalam materi mendorong siswa untuk berinteraksi dengan siswa, guru, dan lingkungan yang lebih luas.				
22.	Kegiatan pembelajaran (Task) dalam materi yang dikembangkan disajikan dari kegiatan terbimbing sampai mandiri.				
23.	Kegiatan pembelajaran (Task) dalam materi yang dikembangkan secara sistematis, berurutan dari yang paling mudah hingga paling sulit.				
24.	Kegiatan pembelajaran dalam materi mendorong siswa untuk berkomunikasi secara lisan dan tertulis secara kreatif dan kritis.				
25.	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kelurahan mereka dalam melaksanakan kegiatan pembelajaran.				
26.	Materi dilengkapi dengan tujuan pembelajaran, ringkasan materi, refleksi, dan pekerjaan rumah.				
27.	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				

KELAYAKAN GRAFIS

28. Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.
29. Penggunaan variasi huruf (bold, italic, underline, capitalization) tidak berlebihan.

No	Pernyataan	SS	S	TS	STS
30.	Tidak menggunakan terlalu banyak jenis huruf				
31.	Spasi antar baris susunan teks normal				

32. Penempatan unsur tata letak (judul, subjudul, text, ilustrasi, keterangan gambar, nomor halaman) konsisten/seragam.
33. Penggunaan gambar/ilustrasi relevan dengan topic dan isi materi.
34. Penggunaan gambar/ilustrasi bersifat estetis dan fungsional.
35. Keseluruhan tampilan materi menarik.

Tanggapan dari materi :

1. Secara umum, bagaimana pendapat Bapak mengenai materi yang telah saya susun?

2. Menurut Bapak, apa kekurangan dari materi yang telah saya susun?

3. Apa saran Bapak untuk memperbaiki kekurangan-kekurangan tersebut?

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi Bahasa Inggris untuk SMK kelas XI jurusan Perikanan UNIT 1 dengan judul “WHAT IS STINGRAY?” dinyatakan*:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut:

*Berilah tanda centang (✓) pada pilihan yang sesuai pendapat Anda.

Yogyakarta, September 2014

Evaluators Materi

NIP.

**Angket Evaluasi Materi Pembelajaran Bahasa Inggris UNIT 2 untuk
Kelas XI SMK Jurusan Perikanan**

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.
- 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

No	Pernyataan	SS	S	TS	STS
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KELAYAKAN ISI

1. Materi yang dikembangkan sesuai dengan Kompetensi inti (KI) dan Kompetensi Dasar (KD) kurikulum 2013 untuk kelas XI SMK.
2. Materi yang dikembangkan memiliki topik yang sesuai dengan konteks kehidupan siswa kelas XI SMK jurusan perikanan.
3. Materi pembelajaran mencakup teks-teks dan percakapan yang relevan dengan kehidupan sehari-hari dan bidang perikanan.
4. Materi mencakup pembelajaran struktur sebuah teks.
5. Materi mencakup pembelajaran fungsi sosial sebuah teks.
6. Materi mencakup pembelajaran fitur linguistic sebuah teks.
7. Materi mencakup pembelajaran kosakata yang relevan dengan topik sebuah unit.

No	Pernyataan	SS	S	TS	STS
8.	Materi mencakup pembelajaran pronunciation yang relevan dengan topic sebuah unit.				
9	Materi mencakup aktivitas yang membimbing siswa mengembangkan kompetensi dalam berkomunikasi secara lisan secara akurat dan berterima.				
10.	Materi mencakup aktivitas yang membimbing siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis secara akurat dan berterima.				

KELAYAKAN BAHASA

- | | |
|-----|--|
| 11. | Bahasa yang digunakan danlaml meteri pembelajaran ini sesuai dengan kaidah Bahasa Inggris yang benar. |
| 12. | Bahasa yang digunakan dalam penjelasan yang ada dalam sesuai dengan perkembangan kognitif siswa. |
| 13. | Bahasa yang digunakan dalam instruksi yang ada dalam materi sesuai dengan perkembangan kognitif siswa. |
| 14. | Bahasa yang digunakan dalam penjelasan yang ada dalam materi sesuai dengan perkembangan bahasa siswa. |
| 15. | Bahasa yang digunakan dalam instruksi yang ada dalam materi sesuai dengan perkembangan bahasa siswa. |
| 16. | Materi ini mencerminkan keruntutan makna pada satu bab/subbab/kalimat/paragraf. |
| 17. | Materi pembelajaran menggunakan satu jenis variasi bahasa secara konsisten. |

KELAYAKAN PENYAJIAN

- | | |
|-----|--|
| 18. | Materi yang disajikan sudah sesuai dengan langkah-langkah pembelajaran menggunakan |
|-----|--|

metode saintifik kurikulum 2013 mulai dari mengamati sampai mencipta.

19. Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang.
20. Materi disajikan sesuai dengan tata urutan pembelajaran Bahasa Inggris yang komunikatif.

No	Pernyataan	SS	S	TS	STS
21.	Kegiatan pembelajaran dalam materi mendorong siswa untuk berinteraksi dengan siswa, guru, dan lingkungan yang lebih luas.				
22.	Kegiatan pembelajaran (Task) dalam materi yang dikembangkan disajikan dari kegiatan terbimbing sampai mandiri.				
23.	Kegiatan pembelajaran (Task) dalam materi yang dikembangkan secara sistematis, berurutan dari yang paling mudah hingga paling sulit.				
24.	Kegiatan pembelajaran dalam materi mendorong siswa untuk berkomunikasi secara lisan dan tertulis secara kreatif dan kritis.				
25.	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kelurahan mereka dalam melaksanakan kegiatan pembelajaran.				
26.	Materi dilengkapi dengan tujuan pembelajaran, ringkasan materi, refleksi, dan pekerjaan rumah.				
27.	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				

KELAYAKAN GRAFIS

28. Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.
29. Penggunaan variasi huruf (bold, italic, underline, capitalization) tidak berlebihan.

No	Pernyataan	SS	S	TS	STS
30.	Tidak menggunakan terlalu banyak jenis uruf				

31. Spasi antar baris susunan teks normal
32. Penempatan unsur tata letak (judul, subjudul, text, ilustrasi, keterangan gambar, nomor halaman) konsisten/seragam.
33. Penggunaan gambar/ilustrasi relevan dengan topic dan isi materi.
34. Penggunaan gambar/ilustrasi bersifat estetis dan fungsional.
35. Keseluruhan tampilan materi menarik.

Tanggapan dari materi :

1. Secara umum, bagaimana pendapat Bapak mengenai materi yang telah saya susun?

2. Menurut Bapak, apa kekurangan dari materi yang telah saya susun?

3. Apa saran Bapak untuk memperbaiki kekurangan-kekurangan tersebut?

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi Bahasa Inggris untuk SMK kelas XI jurusan Perikanan UNIT 2 dengan judul “DO YOU HAVE ANY SUGGESTION??” dinyatakan*:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut:

*Berilah tanda centang (✓) pada pilihan yang sesuai pendapat Anda.

Yogyakarta, September 2014

Evaluators Materi

NIP.

**Angket Evaluasi Materi Pembelajaran Bahasa Inggris UNIT 3 untuk Kelas
XI SMK Jurusan Perikanan**

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.
- 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

No	Pernyataan	SS	S	TS	STS
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KELAYAKAN ISI

1. Materi yang dikembangkan sesuai dengan Kompetensi inti (KI) dan Kompetensi Dasar (KD) kurikulum 2013 untuk kelas XI SMK.
2. Materi yang dikembangkan memiliki topik yang sesuai dengan konteks kehidupan siswa kelas XI SMK jurusan perikanan.
3. Materi pembelajaran mencakup teks-teks dan percakapan yang relevan dengan kehidupan sehari-hari dan bidang perikanan.
4. Materi mencakup pembelajaran struktur sebuah teks.
5. Materi mencakup pembelajaran fungsi sosial sebuah teks.
6. Materi mencakup pembelajaran fitur linguistic sebuah teks.

No	Pernyataan	SS	S	TS	STS
7.	Materi mencakup pembelajaran kosakata yang relevan dengan topic sebuah unit.				
8.	Materi mencakup pembelajaran pronunciation yang relevan dengan topic sebuah unit.				
9	Materi mencakup aktivitas yang membimbing siswa mengembangkan kompetensi dalam berkomunikasi secara lisan secara akurat dan berterima.				
10.	Materi mencakup aktivitas yang membimbing siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis secara akurat dan berterima.				

KELAYAKAN BAHASA

11. Bahasa yang digunakan danlami materi pembelajaran ini sesuai dengan kaidah Bahasa Inggris yang benar.
12. Bahasa yang digunakan dalam penjelasan yang ada dalam materi sesuai dengan perkembangan kognitif siswa.
13. Bahasa yang digunakan dalam instruksi yang ada dalam materi sesuai dengan perkembangan kognitif siswa.
14. Bahasa yang digunakan dalam penjelasan yang ada dalam materi sesuai dengan perkembangan bahasa siswa.
15. Bahasa yang digunakan dalam instruksi yang ada dalam materi sesuai dengan perkembangan bahasa siswa.
16. Materi ini mencerminkan keruntutan makna pada satu bab/subbab/kalimat/paragraf.
17. Materi pembelajaran menggunakan satu jenis variasi bahasa secara konsisten.

KELAYAKAN PENYAJIAN

18. Materi yang disajikan sudah sesuai dengan langkah-langkah pembelajaran menggunakan metode saintifik kurikulum 2013 mulai dari

mengamati sampai mencipta.

19. Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang.
20. Materi disajikan sesuai dengan tata urutan pembelajaran Bahasa Inggris yang komunikatif.
21. Kegiatan pembelajaran dalam materi mendorong siswa untuk berinteraksi dengan siswa, guru, dan lingkungan yang lebih luas.
22. Kegiatan pembelajaran (Task) dalam materi yang dikembangkan disajikan dari kegiatan terbimbing sampai mandiri.
23. Kegiatan pembelajaran (Task) dalam materi yang dikembangkan secara sistematis, berurutan dari yang paling mudah hingga paling sulit.
24. Kegiatan pembelajaran dalam materi mendorong siswa untuk berkomunikasi secara lisan dan tertulis secara kreatif dan kritis.
25. Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kelurahan mereka dalam melaksanakan kegiatan pembelajaran.
26. Materi dilengkapi dengan tujuan pembelajaran, ringkasan materi, refleksi, dan pekerjaan rumah.
27. Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.

KELAYAKAN GRAFIS

28. Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.
29. Penggunaan variasi huruf (bold, italic, underline, capitalization) tidak berlebihan.
30. Tidak menggunakan terlalu banyak jenis huruf
31. Spasi antar baris susunan teks normal
32. Penempatan unsur tata letak (judul, subjudul, text, ilustrasi, keterangan gambar, nomor halaman) konsisten/seragam.

33. Penggunaan gambar/ilustrasi relevan dengan topic dan isi materi.
34. Penggunaan gambar/ilustrasi bersifat estetis dan fungsional.
35. Keseluruhan tampilan materi menarik.

Tanggapan dari materi :

1. Secara umum, bagaimana pendapat Bapak mengenai materi yang telah saya susun?

2. Menurut Bapak, apa kekurangan dari materi yang telah saya susun?

3. Apa saran Bapak untuk memperbaiki kekurangan-kekurangan tersebut?

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi Bahasa Inggris untuk SMK kelas XI jurusan Perikanan UNIT 3 dengan judul “HOW TO BREED AND TAKE CARE OF FISH” dinyatakan*:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut:

*Berilah tanda centang (✓) pada pilihan yang sesuai pendapat Anda.

Yogyakarta, September 2014

Evaluators Materi

NIP.

APPENDIX G

(THE EXPERT JUDGMENT DATA)

**THE EXPERT JUDGEMENT DATA FROM UNIT ONE OF THE
MATERIALS**

NO	ITEMS	SCORE
The appropriateness of content		
1	The developed materials are in accordance with the core and basic competence for Grade XI of vocational high schools.	4
2	The developed materials have relevance with students of fishery study program's daily life.	4
3	The materials cover texts and conversation that are relevant with daily life and the field of fishery.	4
4	The materials cover the explanation of generic structure of texts.	3
5	The materials cover the explanation of social function of texts.	3
6	The materials cover the explanation of linguistics features of texts.	3
7	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	4
8	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	3
9	The materials cover learning activities that guide students to develop their communicative competence in spoken language.	4
10	The materials cover learning activities that guide students to develop their communicative competence in written language.	4
The appropriateness of language		
11	The language used in the materials is appropriate with the rule of English.	4
12	The language used in the explanation is appropriate with the	4

students' cognitive development.

- | | | |
|----|---|---|
| 13 | The language used in the instruction is appropriate with the students' cognitive development. | 4 |
| 14 | The language used in the explanation is appropriate with the students' language development. | 4 |
| 15 | The language used in the instruction is appropriate with the students' language development. | 4 |
| 16 | The materials represent cohesiveness and coherence in every unit, paragraph, and sentences. | 4 |
| 17 | The materials use a language variation consistently. | 4 |

The appropriateness of presentation

- | | | |
|----|---|---|
| 18 | The developed materials are in accordance with the steps of scientific approach as required by curriculum 2013. | 4 |
| 19 | The materials are presented in form of texts, learning activities, and proportional pictures. | 4 |
| 20 | The developed materials are in accordance with the steps of communicative English learning activities. | 4 |
| 21 | The learning activities in the developed materials encourage students to have interaction with other students, teacher, and bigger environment. | 4 |
| 22 | The learning activities in the developed materials are systematically presented from guided activities to autonomous activities. | 3 |
| 23 | The learning activities in the developed materials are systematically presented from the easiest task to the most difficult. | 4 |
| 24 | The learning activities in the developed materials encourage students have creative and critical communication in spoken and written language. | 4 |
| 25 | The developed materials encourage students to have self- | 4 |

awareness of success and lack in the learning process.

- | | | |
|----|--|---|
| 26 | The developed materials are completed with learning objectives, summary, reflection, and homework. | 4 |
| 27 | Texts and picture in the developed materials have identity like title, number, and sources. | 4 |

The appropriateness of layout

- | | | |
|----|--|---|
| 28 | The font and colours in the developed materials are easily readable. | 4 |
| 29 | The use of language variation (bold, italic, underline, capitalization) is proportional. | 4 |
| 30 | The developed materials use proportional font type. | 4 |
| 31 | The developed materials use normal space. | 4 |
| 32 | The placement of title, texts, illustrations, picture captions and page number are consistent. | 4 |
| 33 | The developed materials use relevant pictures | 4 |
| 34 | The pictures in the developed materials are aesthetic and functional. | 4 |
| 35 | The overall design of the developed materials is interesting. | 4 |

**THE EXPERT JUDGEMENT DATA FROM UNIT TWO OF THE
MATERIALS**

NO	ITEMS	SCORE
The appropriateness of content		
1	The developed materials are in accordance with the core and basic competence for Grade XI of vocational high schools.	4
2	The developed materials have relevance with students of fishery study program's daily life.	4
3	The materials cover texts and conversation that are relevant with daily life and the field of fishery.	4
4	The materials cover the explanation of generic structure of texts.	4
5	The materials cover the explanation of social function of texts.	3
6	The materials cover the explanation of linguistics features of texts.	3
7	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	3
8	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	3
9	The materials cover learning activities that guide students to develop their communicative competence in spoken language.	4
10	The materials cover learning activities that guide students to develop their communicative competence in written language.	4
The appropriateness of language		
11	The language used in the materials is appropriate with the rule of English.	3
12	The language used in the explanation is appropriate with the students' cognitive development.	4

- | | | |
|----|---|---|
| 13 | The language used in the instruction is appropriate with the students' cognitive development. | 4 |
| 14 | The language used in the explanation is appropriate with the students' language development. | 4 |
| 15 | The language used in the instruction is appropriate with the students' language development. | 4 |
| 16 | The materials represent cohesiveness and coherence in every unit, paragraph, and sentences. | 4 |
| 17 | The materials use a language variation consistently. | 4 |

The appropriateness of presentation

- | | | |
|----|---|---|
| 18 | The developed materials are in accordance with the steps of scientific approach as required by curriculum 2013. | 4 |
| 19 | The materials are presented in form of texts, learning activities, and proportional pictures. | 4 |
| 20 | The developed materials are in accordance with the steps of communicative English learning activities. | 4 |
| 21 | The learning activities in the developed materials encourage students to have interaction with other students, teacher, and bigger environment. | 4 |
| 22 | The learning activities in the developed materials are systematically presented from guided activities to autonomous activities. | 4 |
| 23 | The learning activities in the developed materials are systematically presented from the easiest task to the most difficult. | 4 |
| 24 | The learning activities in the developed materials encourage students have creative and critical communication in spoken | 4 |

and written language.

- | | | |
|----|--|---|
| 25 | The developed materials encourage students to have self-awareness of success and lack in the learning process. | 4 |
| 26 | The developed materials are completed with learning objectives, summary, reflection, and homework. | 4 |
| 27 | Texts and picture in the developed materials have identity like title, number, and sources. | 4 |

The appropriateness of layout

- | | | |
|----|--|---|
| 28 | The font and colours in the developed materials are easily readable. | 4 |
| 29 | The use of language variation (bold, italic, underline, capitalization) is proportional. | 4 |
| 30 | The developed materials use proportional font type. | 4 |
| 31 | The developed materials use normal space. | 4 |
| 32 | The placement of title, texts, illustrations, picture captions and page number are consistent. | 4 |
| 33 | The developed materials use relevant pictures | 4 |
| 34 | The pictures in the developed materials are aesthetic and functional. | 4 |
| 35 | The overall design of the developed materials is interesting. | 4 |

**THE EXPERT JUDGEMENT DATA FROM UNIT THREE OF THE
MATERIALS**

NO	ITEMS	SCORE
The appropriateness of content		
1	The developed materials are in accordance with the core and basic competence for Grade XI of vocational high schools.	4
2	The developed materials have relevance with students of fishery study program's daily life.	4
3	The materials cover texts and conversation that are relevant with daily life and the field of fishery.	4
4	The materials cover the explanation of generic structure of texts.	4
5	The materials cover the explanation of social function of texts.	4
6	The materials cover the explanation of linguistics features of texts.	4
7	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	4
8	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	4
9	The materials cover learning activities that guide students to develop their communicative competence in spoken language.	4
10	The materials cover learning activities that guide students to develop their communicative competence in written language.	4
The appropriateness of language		
11	The language used in the materials is appropriate with the rule of English.	4
12	The language used in the explanation is appropriate with the students' cognitive development.	4

- | | | |
|----|---|---|
| 13 | The language used in the instruction is appropriate with the students' cognitive development. | 4 |
| 14 | The language used in the explanation is appropriate with the students' language development. | 4 |
| 15 | The language used in the instruction is appropriate with the students' language development. | 4 |
| 16 | The materials represent cohesiveness and coherence in every unit, paragraph, and sentences. | 4 |
| 17 | The materials use a language variation consistently. | 4 |

The appropriateness of presentation

- | | | |
|----|---|---|
| 18 | The developed materials are in accordance with the steps of scientific approach as required by curriculum 2013. | 4 |
| 19 | The materials are presented in form of texts, learning activities, and proportional pictures. | 4 |
| 20 | The developed materials are in accordance with the steps of communicative English learning activities. | 4 |
| 21 | The learning activities in the developed materials encourage students to have interaction with other students, teacher, and bigger environment. | 4 |
| 22 | The learning activities in the developed materials are systematically presented from guided activities to autonomous activities. | 4 |
| 23 | The learning activities in the developed materials are systematically presented from the easiest task to the most difficult. | 4 |
| 24 | The learning activities in the developed materials encourage students have creative and critical communication in spoken | 4 |

and written language.

- | | | |
|----|--|---|
| 25 | The developed materials encourage students to have self-awareness of success and lack in the learning process. | 4 |
| 26 | The developed materials are completed with learning objectives, summary, reflection, and homework. | 4 |
| 27 | Texts and picture in the developed materials have identity like title, number, and sources. | 4 |

The appropriateness of layout

- | | | |
|----|--|---|
| 28 | The font and colours in the developed materials are easily readable. | 4 |
| 29 | The use of language variation (bold, italic, underline, capitalization) is proportional. | 4 |
| 30 | The developed materials use proportional font type. | 4 |
| 31 | The developed materials use normal space. | 4 |
| 32 | The placement of title, texts, illustrations, picture captions and page number are consistent. | 4 |
| 33 | The developed materials use relevant pictures | 4 |
| 34 | The pictures in the developed materials are aesthetic and functional. | 4 |
| 35 | The overall design of the developed materials is interesting. | 4 |

APPENDIX H

(THE REVISIONS OF THE MATERIALS)

THE REVISIONS OF UNIT ONE

Part of the unit	Points to revise	Revision
Titlle page	Pay attention to a countable noun. Add article or make it plural.	The phrase “report text” was changed into “a report text”.
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	<ul style="list-style-type: none"> - Add slashes to mark phonetic transcriptions. - Capitalization 	<ul style="list-style-type: none"> - Slashes were added to mark phonetic transcriptions. - Capital letters at the beginning of words changed.
Task 7	<ul style="list-style-type: none"> - Qestion number one is incomplete. 	<ul style="list-style-type: none"> - Question number 1 was completed by adding “one“
Task 8	No revision	No revision
Task 9	<ul style="list-style-type: none"> - Pay attention to a countable noun. Add article or make it plural. - The form “don’t” should be changed into formal form. - Add more explanation 	<ul style="list-style-type: none"> - The phrase “report text” was changed into “a report text”. - The word “don’t” was changed into “do not”. - More explanations were added.
Task 10	Give more space and make the	

	box/wider.	
Task 11	Pay attention to a countable noun. Add article or make it plural.	The phrase “report text” was changed into “the report text”.
Task 12	No revision	No revision
Task 13	<ul style="list-style-type: none"> - A mistake in typing. - Change task title - Add explanation in the new version of Task 13 	<ul style="list-style-type: none"> - Change the clause “When you write writing a report text” into When you write a report text” - First draft: Task 13 Final draft: Task 15 - Task 13 for final draft contains explanations of simple present tense.
Task 14	Task 14 was omitted.	Task 14 was replaced by new task about the exercise of simple present tense.
Task 15	Change task title	First draft: Task 15 Final draft: Task 16
Task 16	Change task title	First draft: Task 16 Final draft: Task 17
Task 17	- Change task title	<ul style="list-style-type: none"> - First draft: Task 17 Final draft: Task 19
Task 18	<ul style="list-style-type: none"> - Parallelism - Change task title 	<ul style="list-style-type: none"> - The question was changed into phrase to make the form parallel.

		<ul style="list-style-type: none"> - First draft: Task 18 <p>Final draft: Task 20</p>
	<ul style="list-style-type: none"> - Task 18 was replaced by new task. 	<ul style="list-style-type: none"> - Task 18 in final draft contains a guided activity before free production.
Task 19	Change task title	<p>First draft: Task 19</p> <p>Final draft: Task 21</p>
Task 20	Change task title	<p>First draft: Task 20</p> <p>Final draft: Task 22</p>
Task 21	<ul style="list-style-type: none"> - Consistence 	<ul style="list-style-type: none"> - The letter “s” in the word “carps” in question number 5 was omitted because carp are already plural.
	<ul style="list-style-type: none"> - Change task title 	<ul style="list-style-type: none"> - First draft: Task 21 <p>Final draft: Task 23</p>
Task 22	Change task title	<p>First draft: Task 22</p> <p>Final draft: Task 24</p>
Task 23	Change task title	<p>First draft: Task 23</p> <p>Final draft: Task 25</p>
Task 24	<ul style="list-style-type: none"> - Word choice in the instruction 	<ul style="list-style-type: none"> - The word “sentences” in the instruction was change into “paragraphs”.
	<ul style="list-style-type: none"> - Add the instruction 	<ul style="list-style-type: none"> - The sentence “retell the text to your classmates using your own words” was added to the instruction.

	- Change task title	- First draft: Task 24 Final draft: Task 26
Task 25	Change task title	First draft: Task 25 Final draft: Task 27
	- Add phonetic transcriptions	- Phonetic transcriptions were added.
Task 26	Change task title	First draft: Task 26 Final draft: Task 29
Task 27	- Change task title	First draft: Task 27 Final draft: Task 30
	- Task 27 was replaced by a new task.	- A task to guide speaking production was added in Task 27.
Task 28	- Pay attention to the article before a countable noun	- The word “characteristic” was change into “characteristics”.
	- Ambiguity because of incompleteness.	- change the word “(size,)” into “(parts of body, size, colours”.
	- Change task title	- First draft: Task 28 Final draft: Task 31
Let’s make reflection	No revision	No revision
Let’s make summary	No revision	No revision
Unique Facts	It is better to change the table	The layout of unique facts part

into more interesting boxes. was re-designed.

THE REVISIONS OF UNIT TWO

Part of the unit	Points to revise	Revision
Titlle page	<ul style="list-style-type: none"> - Add an article in the phrase “in fishery field” - Pay attention to a countable noun. Add article or make it plural. 	<ul style="list-style-type: none"> - Article “the” was added therefore the phrase become “in the fishery field”. - The word “problem” was changed into “problems”.
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	Add article “the” in the sentence “what are causes of pop-eye?”	Article “the” was added therefore the sentence become “what are the causes of pop-eye?”
Task 7	Provide examples of the use of expression of asking and giving suggestions.	Some examples were added.
Task 8	Capitalization (she)	The letter “s” in the word “she” was changed into “She”.
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	No revision	No revision

Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	Add phonetic transcriptions.	Phonetic transcriptions were added.
Task 15	No revision	No revision
Task 16	<ul style="list-style-type: none"> - For more challenging activity, add an extra choice. - Add the information in the instruction “Complete the dialogue between Wawan and a shoepkeeper in a fish store using words in the box and answer the questions. Then, report your answer to your classmates” 	<ul style="list-style-type: none"> - An extra choice was added so the total choices are six words. - The instruction become “Complete the dialogue between Wawan and a shoepkeeper in a fish store using words in the box and answer the questions. There will be one word that is not used. Then, report your answer to your classmates”.
Task 17	No revision	No revision
Task 18	No revision	No revision
Task 19	Add numbers in the blanks.	Numbers were added.
Task 20	<ul style="list-style-type: none"> - Add preposition “for” in the phrase “asking and giving suggestion”. - It is better to change the word “refusing” into “declining”. 	<ul style="list-style-type: none"> - Preposition “for” was added so the phrase become “asking for and giving suggestion”. - The word “refusing” was changed into “declining”.
Task 21	Add preposition “for” in the phrase “asking and giving suggestion”.	Preposition “for” was added so the phrase become “asking for and giving suggestion”.
Task 22	No revision	No revision
Task 23	No revision	No revision

Task 24	No revision	No revision
Let's make reflection	Add preposition "for" in the phrase "asking and giving suggestion".	Preposition "for" was added so the phrase become "asking for and giving suggestion".
Let's make summary	<ul style="list-style-type: none"> - Pay attention to a countable noun. Add article or make it plural. - It is better to change the word "refusing" into "declining". 	<ul style="list-style-type: none"> - Change the word "expression" into "Expressions" - The word "refusing" was changed into "declining".
Unique Facts	It is better to change the table into more interesting boxes.	The layout of the unique facts part was re-designed.

THE REVISIONS OF UNIT THREE

Part of the unit	Points to revise	Revision
Titlle page	No revision	No revision
Task 1	- Question number one, can you guess what is the man doing, is grammatically incorrect.	- The sentence was changed into “Can you guess what the man is doing?”
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	Capitalization	Capital letters at the beginning of words changed.
Task 6	Capitalization	Options of question number 7 were changed into non-capital letters.
Task 7	Pay attention to a countable noun. Add article or make it plural.	The phrase “procedure text”was changed into “ procedure texts”
Task 8	Add explanation	More explanations were added.
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	Pay attention to a countable noun. Add article or make it plural.	The word “blank”was changed into “ blanks”
Task 14		

Task 15	No revision	No revision
Task 16	No revision	No revision
Task 17	No revision	No revision
Task 18	No revision	No revision
Task 19	No revision	No revision
Task 20	Change the instruction because there were not sentences but paragraphs.	The instruction was changed into “Listen and arrange the jumbled paragraphs into a good text”.
Task 21	Add phonetic transcriptions	Phonetic transcriptions were added
Task 22	No revision	No revision
Task 23	No revision	No revision
Task 24	No revision	No revision
Task 25	No revision	No revision
Task 26	No revision	No revision
Let’s make reflection	No revision	No revision
Let’s make summary	No revision	No revision
Unique Facts	It is better to change the table into more interesting boxes.	The layout of unique facts part was re-designed.

APPENDIX I

(THE FINAL DRAFT OF THE MATERIALS)

WHAT ARE STINGRAY?



Picture : <http://bioexpedition.com>

[http:// wikimedia.org](http://wikimedia.org)

www.reeflivesurvey.com

Have you ever read texts about fish in an encyclopedia? You can find reports that contain information about fish there. As a student of Fishery Study Program, you need to know the information about many underwater animals. Do you know how to produce a report text orally and in writing? Well, in this unit, you can find much information about underwater animals and how to make report texts about them.

A. WARM-UP



TASK 1

Study the pictures of fish below and label the pictures with their names provided in the box.



9.



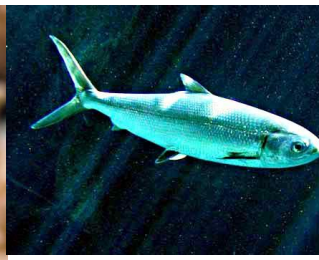
10.



11.



12.



13.



14.



15.



16.

Stingray

Catfish

Shark

Grouper

Carp

Clownfish

Guppy

Milkfish

Pictures 1 : <http://bioexpedition.com>

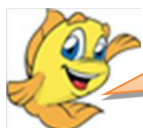
Pictures 2 and 3 : <http://tropicalfish.com>

Pictures 4 : <http://www.flmnh.ufl.edu>

Pictures 5 : <http://masspictures.net>

Pictures 6 : <http://wikimedia.org>

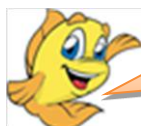
Pictures 7 and 8 : <http://mahakam.biz>



TASK 2

Referring to the pictures in Task 1, answer the following questions based on your knowledge.

5. What fish live in freshwater (pond, river, lake, aquarium)?
6. What fish live in saltwater (sea)?
7. What fish have beautiful colours?
8. What fish are commonly consumed by people?



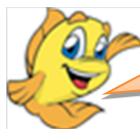
TASK 3

The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English words below. Pronounce the words after your teacher.

breeding (n)	/ˈbriːdɪŋ /	:
cartilage (n)	/ˈkɑːtɪlɪdʒ /	:
dorsal (adj)	/ˈdɔː /	:
dull (adj)	/dʌl /	:
fan (v)	/fæn /	:
fin (n)	/fɪn /	:
hatch(v)	/hætʃ /	:
jaw(n)	/dʒɔː /	:
muscular(adj)	/ˈmʌskjʊlə /	:
prey (n)	/preɪ /	:
reef (n)	/riːf /	:
shallow (adj)	/ˈʃæləʊ /	:
spine(n)	/spain /	:
sticky (adj)	/ˈstɪki /	:
tail(n)	/teɪl /	:
venom (n)	/ˈvenəm /	:
worm(n)	/wɜːm /	:

B. LET'S READ AND WRITE

OBSERVING



TASK 4

Read the report text about shrimp below. Tick (✓) and write items that you want to know.

SHRIMP

Shrimp are swimming crustaceans with a long narrow muscular tail (abdomens), long whiskers (antennae), and slender legs. Unlike crabs and lobsters, shrimp have well developed pleopods (swimmerets) and slender walking legs. They are more adapted for swimming than walking. Many shrimp species have about 2 cm (0.79 in) long, but some shrimp exceed 25 cm (9.8 in).



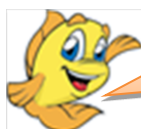
Shrimp are found near the seafloor of most coasts and estuaries, as well as in rivers and lakes. There are numerous species of shrimp. Most shrimp species are found in marine, although about a quarter of the described species are found in fresh water. Marine species are found at depths of up to 5,000 meters and from the tropics to the polar regions.

Most shrimp are omnivorous, but some are specialized for particular modes of feeding. Some are filter feeders, using their setose (bristly) legs as a sieve; some scrape algae from rocks. Cleaner shrimp feed on the parasites and necrotic tissue of the reef fish they groom. In turn, shrimp are eaten by various animals, particularly fish and seabirds, and whales.

They play important roles for human life, especially in food sources. The muscular tails of shrimp can be delicious to eat, and they are widely caught and farmed for human consumption.

No	Items you want to know	
1.	The Indonesian of the underlined words.	
2.	The content of the text	
3.	The social function of report text.	
4.	The text structure of report text.	
5.	The grammar used in report text.	
	Write more things you want to know	
1.	....
2.	....
3.	....

QUESTIONING



TASK 5

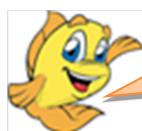
Based on the items you want to know in Task 4, formulate relevant questions. Numbers 1 and 2 have been done as examples.

No	Questions
1.	What are the Indonesian of the underlined words?
2.	What is the text about?
3.	
4.	

Provide answers for questions you formulated in Task 4 based on your knowledge

No	Answers
1.	
2.	
3.	
4.	

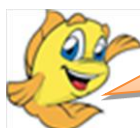
COLLECTING, ANALYZING, COMMUNICATING



TASK 6

Fill in the blanks with suitable answers. You may use your dictionaries. Do it in pairs. Then, report your answers to your classmates. After that, pronounce the words after your teacher.

English	Phonetic transcription	Indonesian
crustacean	/krʌ'steɪʃən/	binatang air berkulit keras
whisker		
slender		
estuaries		
lake		
sieve		
scrape		
muscular		



TASK 7

Read the report text in Task 4 again and answer the questions. Then, report your answers to your classmates.

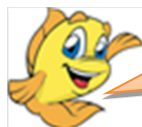
1. The first sentence of paragraph one is about _____
and the rest sentences is about _____
2. The second paragraph tells us about _____
3. We can find shrimp in _____
4. The information given in paragraph three is _____
5. The important information in the last paragraph is _____



TASK 8

Read the statements and choose the right statements based on the report text you read. Then, report your answers to your classmates.

No	Statements
1.	<input type="checkbox"/> The report text entitled shrimp above gives information about shrimp in general. <input type="checkbox"/> The report text entitled shrimp above gives information about a specific shrimp.
2	<input type="checkbox"/> The report text entitled shrimp tells the facts of shrimp through research and observation. <input type="checkbox"/> The report text entitled shrimp tells someone's opinions about shrimp.



TASK 9

Study the explanation about a report text below. Discuss it with your classmates and ask your teacher if you do not understand the explanation.

REPORT TEXT

The Definition

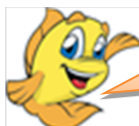
Report is a text which presents information about something, as it is. It is as a result of systematic observation and analyses.

Generic Structure

4. General classification: statements that describe the common subject of the report, common description, and classification.
5. Bundles of specific information: tells what the phenomenon under discussion; in terms of parts, qualities, habits, etc.

Language features:

1. Using simple present tense.
2. Using general nouns, e.g. clownfish, rather than particular nouns, e.g. my clownfish.
3. Using relating verbs (to be: is am are; present) to describe features, e.g. abdomens is a long narrow muscular tail.
4. Some use of action verbs when describing behaviour, e.g. Salmon can swim backwards;
5. Using timeless present tense (often, usually, always) to indicate usualness, e.g. Salmon are always born in freshwater, grow in saltwater, and die in freshwater.
6. Using technical terms, e.g. scales are thin plates of hard materials that cover the skin of many fish.
7. Using paragraphs with topic sentences to organize bundles of information; repeated naming of the topic as the beginning focus of the clause.
8. Using descriptive language that is factual rather than imaginative e.g. colour,



TASK 10

Read the following report text about clownfish and complete the box based on the explanation you read in Task 9. Then, report your answers to your classmates.

CLOWNFISH

Clownfish are small, brightly coloured fish that live in shallow lagoons or sheltered reefs. It is also called an Anemonefish.

Clownfish typically have three white stripes, one at the head, middle and tail. There are also thin black lines around the white stripes. Clownfish can grow from 2 to 5 inches long. The males tend to be significantly smaller than the females. However, there are various types of clownfish that range in colours from blue to yellow.

Clownfish live at the bottom of the sea in sheltered reefs or in shallow lagoons. They are found in the warmer waters of the Pacific Ocean and Indian Ocean. They are also found in northwest Australia, southeast Asia, Japan and the Indo-Malaysian region.

Clownfish live in a "symbiotic" relationship with certain anemones. The clownfish and the sea anemone help each other to survive in the ocean. Clownfish eat the leftovers from fish on the anemone and algae. In addition, the sea anemones are given better water circulation because the clownfish fan their fins while swimming.

Clownfish are omnivorous. It means they eat both plants and animals. Clownfish eat a wide range of food such as algae, plankton, molluscs and small crustaceans.

Clownfish are hermaphrodites (they develop as males first and mature as breeding females). Clownfish lay their eggs in batches on coral, rock or next to the sea anemone. Breeding starts by the male chasing the female to the nest where the eggs are released. One hundred to one thousand eggs are laid. The male clownfish guards and protects the eggs until they hatch. They hatch within 4 to 5 days.

_____ :

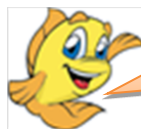
- Physical characteristics

- ...

- ...

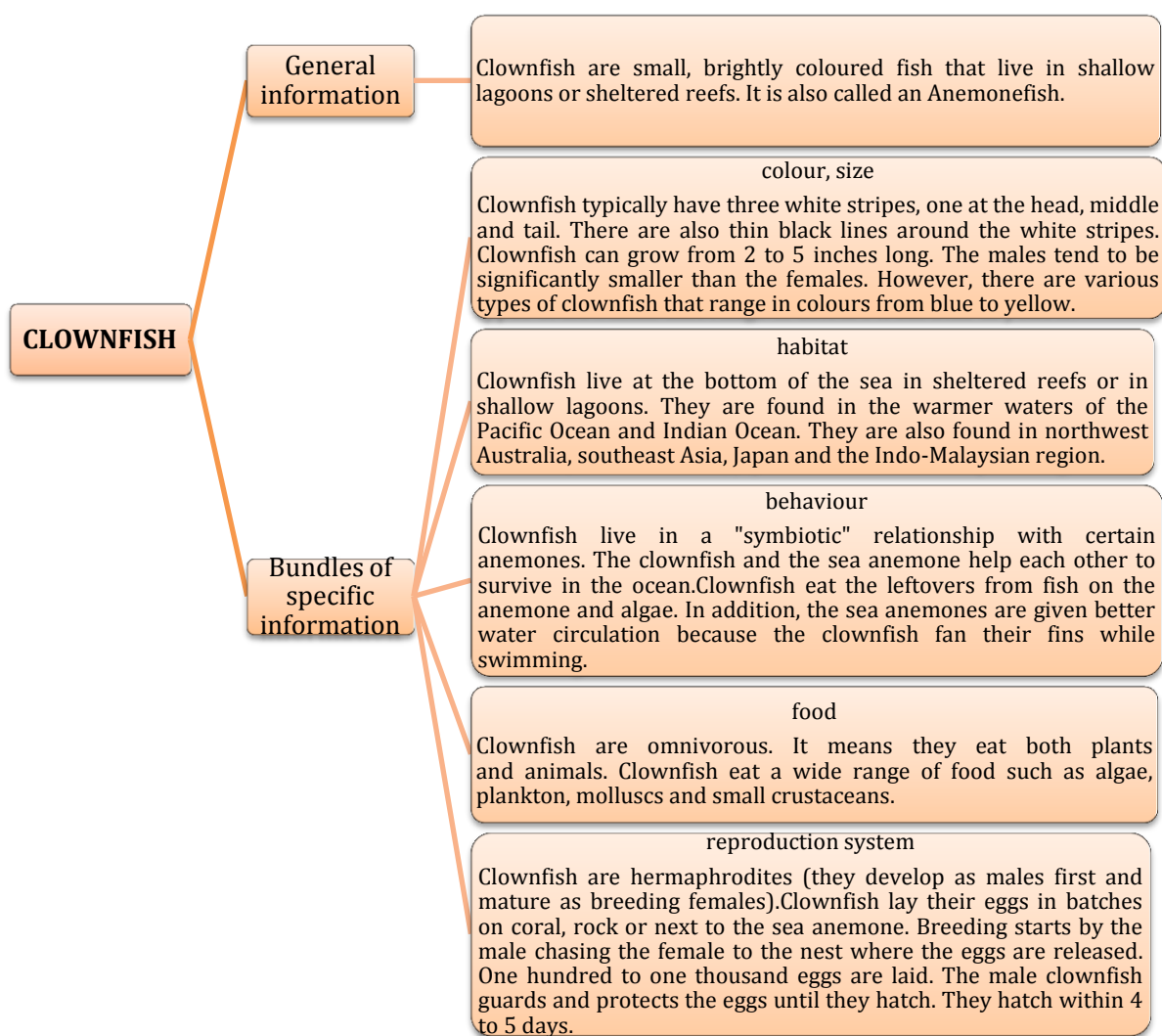
- ...

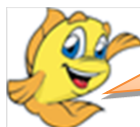
- ...



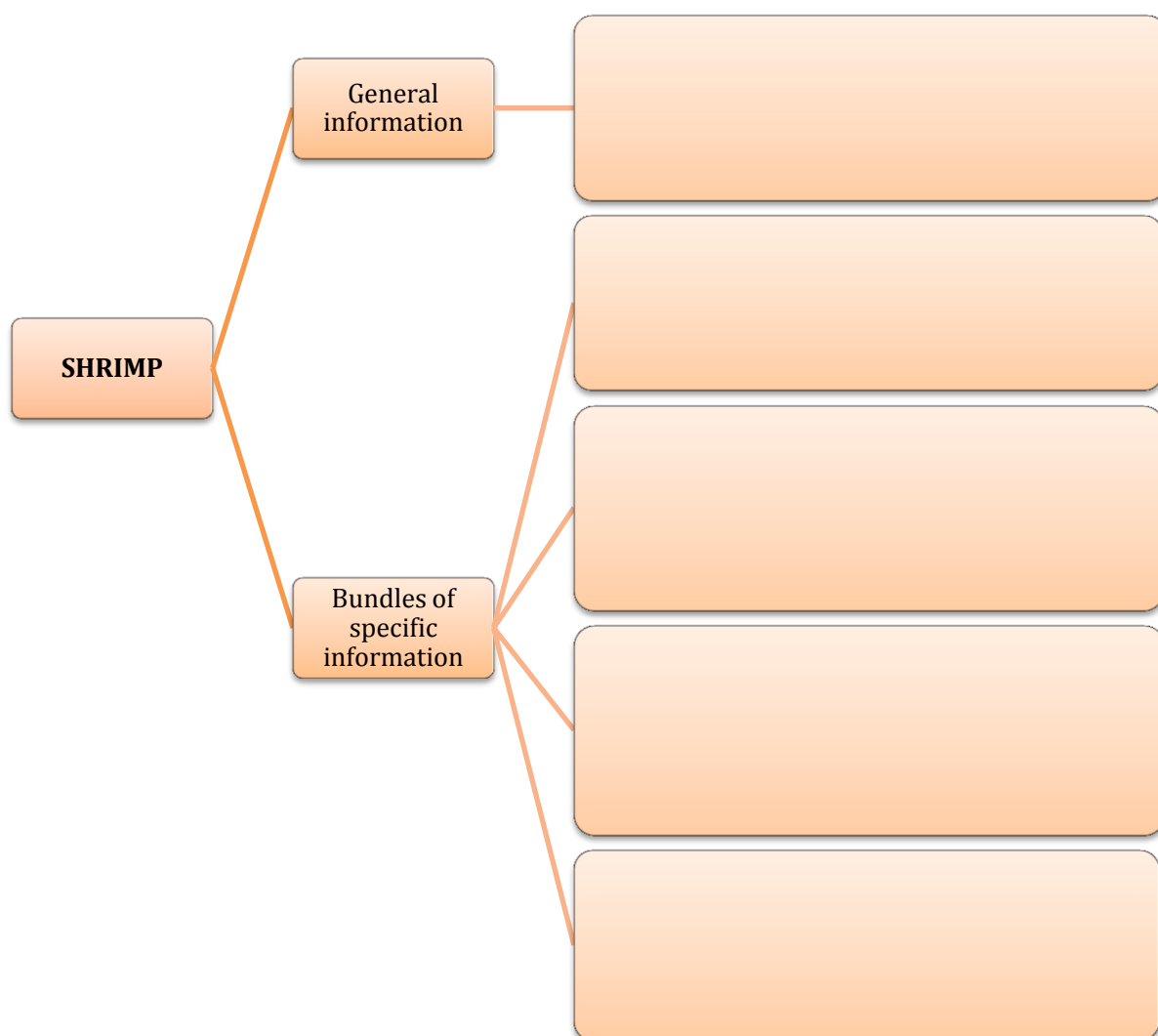
TASK 11

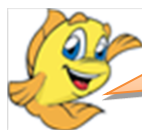
Pay attention to the mind map about the parts of a report text entitled clownfish. A mind map helps you visually organize information.



**TASK 12**

Read again the report text entitled “SHRIMP” in Task 4 and identify the parts of the report text by completing the mind map below. Use the example in Task 11 as the example. Then, report your answers to your classmates





TASK 13

Study the explanation about simple present tense below. Discuss it with your classmates and ask your teacher if you do not understand the explanation.

SIMPLE PRESENT TENSE

The simple present tense is used to describe regular actions, facts, habits, and general truth. Therefore, if you write a report text, you should use simple present tense since you write about facts. Below are the formulas of simple present tense.

1. Positive statements

Subject	Verb1/Verb - s/es	Compliment	Object	Adverb
A guppy	eats	-	vegetable flakes	-
Groupers	eat	-	fish, octopus, and crustaceans	-
<i>Tuna</i>	live	-	-	<i>in the open sea rather than near the shore</i>
<i>Its colours</i>	are	various	-	-

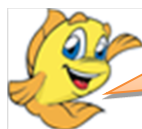
Note: Most names of fish are plural although there is no “s” because they are names of groups.

2. Negative statements

Subject	Don't / doesn't isn't/ aren't	Verb1	compliment	Object	Adverb
Salmon	don't	lay	-	their eggs	in saltwater
Shark	doesn't	eat	-	vegetables	-
Clownfish	aren't	-	herbivorous	-	-

3. Interrogative statements

Auxiliary verb	Subject	Verb 1	Object	Adverb
Do	angel fish	have	many colours?	-
Can	salmon	swim	-	backwards?
Does	guppy	live	-	in freshwater?

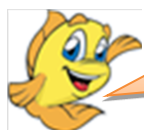


TASK 14

Complete the sentences below using the appropriate words of the words in the box. See the explanation in Task 13 to guide you. Then, report your answer to your classmates.

produce	are	live
are	surface	grow
		come

- Gouramies _____ a group of [freshwater perciform fishes](#) that comprise the [family](#) Osphronemidae.
- The fish _____ native to [Asia](#) and Africa.
- They _____ exclusively in fresh water.
- The Kissing Gourami, the most popular Gourami species seldom _____ bigger than 25 centimetres.
- Male croaking gourami _____ a croaking sound when it _____ during the night to breed oxygen from the air.



TASK 15

Study the explanation and pay attention to the words printed in **bold**. Discuss it with your classmates and ask your teacher if you don't understand the explanation.



The clownfish is a type of fish that lives in salt water habitats. It **is** also **called** an Anemonefish. It **is found** around tropical coral reefs. Clownfish are typically very bright, orange fish that have three white stripes, one at the head, middle and tail. If you look really closely, you may notice that there are thin black lines around the white stripes. Also, the tips of their fins have a thin black rounded

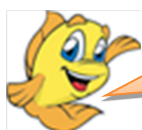


PASSIVE VOICE

- When you write a report text, you will need to use a lot of present passive sentences
- These passive sentences make the text more formal and impersonal.
- the pattern of simple present passive voice:
Subject + to be (is/are) + past participle/ Verb 3

<u>It</u>	<u>is</u>	<u>found</u>	<u>around tropical coral reefs</u>
subject	to be	verb 3	adverb

- Remember that passive sentences can only be made if the sentences have transitive verbs. It means you cannot make passive sentences that contain intransitive verbs because they don't have objects.



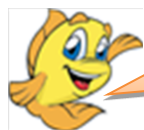
TASK 16

Work in pairs. Rewrite the following paragraphs using the passive form of the words in the brackets. Then report your answers to your friends.

Crab is a land- or water-dwelling crustacean with a short, flat body. The crab(1)_____(**relate**) to the crayfish, lobster, and shrimp. The head and thorax (2)_____(**fuse**) together to form a shell, or carapace. The carapace (3)_____(**compose**) of chitin, a horny substance that is waterproof. The two eyes, supported on stalks, flank two pairs of hairlike antennae (feelers). Crabs have 10 legs. In some species, the front two(4)_____ (**modify**) to form large, pincerlike claws.




Several kinds of crabs (5)_____(**use**) as food by humans. The most important is the common blue crab of the Atlantic coast. These crabs(6)_____(**catch**) by using a piece of meat as bait on a line. The crab seizes the bait in its pincers and can(7)_____(**draw**) to the surface and captured. Soft-shell crabs(8)_____(**consider**) delicious.

CREATING

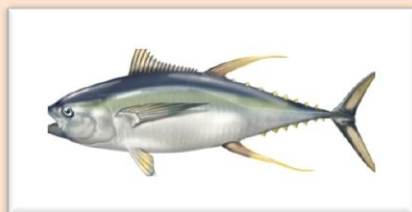


TASK 17

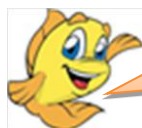
Work in pairs and study the pictures below. Fill in the blanks by exploring the internet, encyclopedia, and other sources.

1.		Name : General information : Specific information : Physical Characteristics : • Parts of body : • Size : • Colour : Habitat : Behaviour : Food : Breeding : Its role for human :
		Name : General information : Specific information : Physical Characteristics : • Parts of body : • Size : • Colour : Habitat : Behaviour : Food : Breeding : Its role for human :
3.		Name : General information : Specific information : Physical Characteristics : • Parts of body : • Size : • Colour : Habitat : Behaviour : Food : Breeding : Its role for human :

4.



Name :
 General information :
 Specific information :
 Physical Characteristics :
 • Parts of body :
 • Size :
 • Colour :
 Habitat :
 Behaviour :
 Food :
 Breeding :
 Its role for human :



TASK 18

Complete the text below with relevant sentences based on the clues given to make a good report text about "Betta fish". Do it individually.

BETTA FISH



<http://en.wikipedia.org/wiki/Betta>

Betta is a large genus of small, often colorful, freshwater ray-finned fishes in the gourami family.

Characteristics: 2.5 cm to 12.5 cm in length, breathing with labyrinth

_____.

Habitat: native to Thailand and Cambodia, live in river, pond, and drain

_____.

Food: worms, larvae of mosquitoes or other insects, and even smaller fish

_____.

**TASK 19**

Based on the pictures and information in Task 17, now make a draft of 150 – 200 words by referring to the information you have got. You may choose one of them. Do it individually.

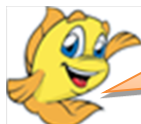
TITLE

General Information_____

Bundles of specific information_____

C. LET'S LISTEN AND SPEAK

OBSERVING



TASK 20

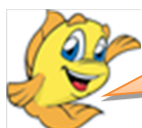
Listen to the report text entitled "CARP" below. Tick (✓) and write items that you want to know.



Pictures :<http://www.tommyschultz.com>

No	Items you want to know	
1.	The content of the recording.	
2.	How to report a text about fish orally.	
3.		
	Write more things you want to know.	
1.	....
2.	....
3.	....

QUESTIONING



TASK 21

Based on the items you want to know in Task 18, formulate relevant questions. Numbers 1 and 2 have been done as examples.

No	Questions
1.	What is the recording about?
2.	How do you tell a report text about fish?
3.	
4.	

Provide answers for questions you formulated in Task 19 based on your knowledge.

No	Answers
1.	
2.	
3.	
4.	

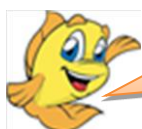
COLLECTING, ANALYZING, COMMUNICATING



TASK 22

Find the Indonesian of the English words below. Then pronounce them after your teacher.

carp (n) /kɑ:p /	:	gill (n) /gɪl /	:
fin (n) /fɪn /	:	breeding (n) /'bri:diŋ /	:
spine (n) /spain /	:	prolific (adj) /prə'lifɪk /	:
abundant (adj) /ə'bʌndənt /	:	mature (adj) /mə'tjʊə /	:



TASK 23

Listen to the recording entitled "CARP" again and answer the questions below. Work in pairs and report your answers to your classmates.

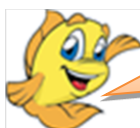
1. Carp are native from...

2. What is the colour of carp living in the wild?

3. Where can carp be found?

4. What kinds of food do carp eat?

5. What is the mature age of female carp?



TASK 24

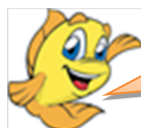
Work in pairs. Listen to the report text about guppies and decide whether the statements are true or false. Then, report your answer to your classmates.



A male guppy A female guppy

Pictures :<http://www.breeding-guppies.com>

No	Items	True	False
1.	Guppies originate from north America		
2.	Male guppies are bigger than female guppies		
3.	Guppies can adapt well in many different conditions		
4.	Wild guppies and guppies as pets feed on the same food.		
5.	The shop assistant explains guppies in general, not a certain guppy.		

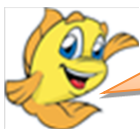


TASK 25

Work in pairs. Match the words in the box with their definitions/meanings. Then, report your answers to your classmates. After that, pronounce the words after your teacher.

ornamental /ˌɔːnə' / fin /fin/ adaptable /ə'dæptə /
thrive /θraɪv/ flake /fleɪk/

- _____ : a small, very thin layer or piece of something, especially one that has broken off from something.
- _____ : able to change in order to deal successfully with new situation.
- _____ : continue to be, successful, strong, healthy, etc.
- _____ : a thin flat part that sticks out from the body of a fish, used for swimming and keeping balance.
- _____ : used as decoration rather than for practical purposes.



TASK 26

You will hear a man explaining about stingray. Listen and arrange the jumbled paragraphs into a good report text by giving numbers to the boxes. Then, retell the text to your classmates using your own words.



Like sharks, they don't have bony skeleton. Their skeleton is made of cartilage, same material that builds our nose and ears. Their flattened body ends with a long tail that contains spine and venom. They use spine and venom to protect against predators. Their eyes are located on the top of the head, but they don't use eyes to find prey. Stingrays have electro-sensors which help them detect electrical charges that prey emits.



Do you know what their diets are? Yap, Stingrays are carnivorous. They eat worms, mollusks, and other invertebrates, sometimes badly damaging valuable shellfish beds. The stingrays have few natural predators in their natural environment because of the large size. The main predators of the stingrays are sharks, seals, sea lions and humans.



Good morning students. Today we will continue learning about a kind of saltwater animal, Stingrays. Stingrays are diverse group of fish characterized by flattened bodies. They belong to the same group of fish as other ray and are also believed to be closely related to sharks. There are 60 different species of stingrays in the world.

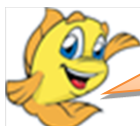


Stingrays breed during the winter and the female stingrays give birth to 2 – 6 young stingrays each year. Baby stingrays are born fully developed. Babies take care of themselves from the moment of birth. They live 15-25 years in the wild



They can be found in ocean, tropical and subtropical areas. Stingrays like warm and shallow water. They spend the majority of their time inactive, partially buried in sand.

Adapted from <http://www.britannica.com>



TASK 27

Complete the report text below based on the clues given. Then, act out it with your classmate.

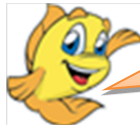
AMERICAN EELS

Hi! Today I will explain other sea creature. Its name is American Eels. American Eels are long, narrow, snake-like fish.
_____ (five feet long)

The color of these eels depends on their age and habitat.
_____ (older: dark brown or greenish, with yellowish-white bellies). Their color can change from light to dark within a few hours.

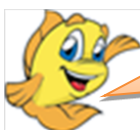


- catadromous. (spend most of their lives in fresh water, but return to the sea to breed)
- nocturnal(buried in mud or gravel during the day)
- foods: small fish, shrimps, crayfish, aquatic insect larvae, snails, mussels, aquatic worms, and amphibians (frogs, toads, salamanders).
- predators: include larger fish, gulls, and eagles

CREATING**TASK 28**

Create a monologue about shark based on the information provided on the box. Present your monologue to your classmates.

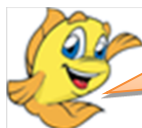
- the biggest predator in the ocean
- size from 17 centimeters to 12 meters
- over 400 types of sharks
- live in ocean
- carnivorous : eat fish and sea mammals
- give birth in 3 different ways : lay their eggs (like bird), hatch their eggs inside the mother and then are born, pup sharks grow inside the mother (like humans)

**TASK 29**

Explore the internet, books, and other sources to find the information about 2 water animals. Then work in pairs. Explain the animals to your classmates without mentioning their names and ask your classmate to guess the names of the animals. Use the questions below to guide you.

1. What is its definition?
2. What are their physical characteristics (size, colour)?
3. Where do they live?
4. What do they feed on?
5. What are their roles in human life?

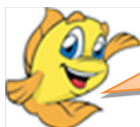
D. HOMEWORK



TASK 30

Find a report text about a water animal in www.wikipedia.com. Then rewrite it using your own words. Do it individually. The summary of the text should consist of:

- c. General Classification
- d. Specific Information
 - physical characteristic (size,)
 - habitat
 - food
 - reproduction system
 - roles for human life



TASK 31

work in groups of three and make a clipping that contains reports of :

- five kinds of freshwater fish,
- five kinds of saltwater fish, and,
- five kinds of ornamental (aquarium) fish.

Your report should consist of a picture, name of fish, and brief description of physical characteristics (parts of body, size, colours) habitat, food, and the uniqueness. Explore your creativity by creating the clipping as unique and interesting as you can.

E. LET'S MAKE A SELF-REFLECTION

Before I studied this chapter	I didn't understand
When I was studying this chapter	Difficulties: How I overcame the difficulties
After I had studied this chapter	I think

F. LET'S MAKE A SUMMARY

REPORT TEXT

The Definition

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analyses

Generic Structure

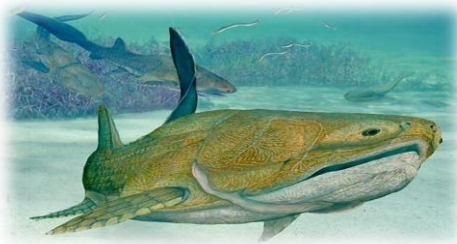
3. General classification: statements that describe the common subject of the report, common description, and classification.
4. Bundles of specific information: tells what the phenomenon under discussion; in terms of parts, qualities, habits, etc.

PASSIVE VOICE

- These passive sentences make the text more formal and impersonal.
- The pattern of present passive voice: Subject + to be (is/are) + Verb 3
- Passive sentences can only be made if the sentences have transitive verbs. It means you cannot make passive sentences that contain intransitive verbs because they don't have objects.

G. UNIQUE FACTS

DID YOU KNOW?



Fish have been on the earth for more than 450 million years, whereas mammals have only been on earth for roughly 200 millions years.

<http://images.nationalgeographic.com>



Saltwater fish need to drink more water than freshwater fish. Since seawater is saltier than the liquids in a fish's body, water inside the fish is constantly flowing out. If they don't drink to replace the lost water, saltwater fish will dry up like prunes.

<http://www.americaaquariumproducts.com>



Most Lipsticks Contains Fish Scales

Most brands of lipstick contain fish scales.

www.google.com

SCIENTIFIC APPROACH

CHAPTER 2

DO YOU HAVE ANY SUGGESTION?

Pictures : <http://www.ag.auburn.edu>

<http://2.bp.blogspot.co>

In the fishery field, sometimes you find problems dealing with the farm, fish disease, unusual behaviour, or even death that cannot be solved by yourself. What will you do to overcome your problem? Have you ever asked suggestion to someone to help you solve your problem? On the other hand, have you ever given suggestion to others? How do you say it in English? In this unit, you will learn how to ask and give suggestion orally and in the written form.

In this unit you will also learn how to offer something to others including the way to accept and refuse an offer.

A WARM-UP



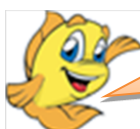
TASK 1

Study the pictures and answer the questions that follow.



pictures : <http://www.dreamstime.com>

1. In your opinion, what is felt by the boy and the girl in the picture?
2. Have you ever been in the same situation?
3. What did you do to solve your problem?



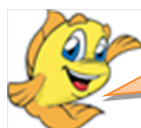
TASK 2

The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English words below. Pronounce the words after your teacher.

disease (n) / dɪ'zi:z/	:
symptom (n)/ 'sɪmptəm/	:
lethargic (adj) / lɪ'θɑ:dʒɪk/	:
bump (n)/bʌmp/	:
spot (n)/spɒt/	:
hurry (n)/ 'hʌrɪ/	:
swollen (adj) / 'swɒlən/	:
flap (v)/ flæp/	:
gasp (v) / gɑ:sp/	:
gill (n)/ gɪl/	:

B. LET'S READ AND WRITE

OBSERVING



TASK 3

Read the consultation column about fishery in a magazine below. Then tick (✓) and write items you want to know.

Consultation rubric with



Riza Damanik, 40, an expert in fishery field

TREATING POP-EYE

Mr. Riza, I have an aquarium with several guppies. I don't know what has happened but some of them have cloudy white and grey "haze" over the eyes. They also become lethargic and seems that they lose their vision because they often hit the glass when swimming. What is your suggestion for me to overcome this problem? Thank you.



Abimanyu (25), Yogyakarta

Picture : <http://www.fishlore.com>

Mr. Abimanyu, based on the symptoms, your guppies have pop-eye disease. Although pop-eye is very easy to identify, it can be difficult to treat properly. The reason for this is because pop-eye has many different possible causes like water quality, fight, or a bacterial infection. The cause then determines the way you treat the pop-eye. If more than one fish in the aquarium have pop-eye at the same time like your problem now, then it is likely a water quality issue. You should test water parameters and do daily 30% water changes for 4 or 5 days. You had better wait at least a week or two before trying antibiotics. It will often clear on its own if the water quality is high. Hope it will be helpful for you.

adapted from <http://www.aquariumlife.net>

No	Items you want to know	
1.	The Indonesian of the underlined words.	
2.	The content of the text.	
3.	The expression of asking and giving suggestion.	
	Write more things you want to know	

QUESTIONING



TASK 4

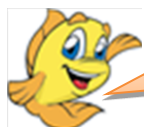
Based on the items you want to know in Task 3, formulate relevant questions. Numbers 1 and 2 can be used as examples.

No	Questions
1.	What are the Indonesians of the underlined words?
2.	What is the content of the text?
3.	
4.	

Provide answers for questions you formulated in Task 4 based on your knowledge.

No	Answers
1.	
2.	
3.	
4.	

COLLECTING, ANALYZING, COMMUNICATING

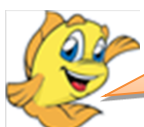


TASK 5

Match the words in the left box with the words in the right based on the text and pronounce them after your teacher. Then report your answers to your classmates.

- cloudy / 'klaʊdi/
- lethargic / lɪ'θɑ:dʒɪk/
- vision / 'vɪʒ /
- lose / lu:z/
- treat / tri:t/
- symptom / 'sɪmptəm/
- causes / 'kɔ:zɪz/

- penglihatan
- penyebab
- lesu
- kehilangan
- mengobati
- kabur/berawan
- gejala



TASK 6

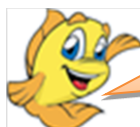
Read again the text about consultation of fish disease with Mr. Riza in Task 3 and answer the questions. You may work in pairs. Then, report your answers to your classmates.

1. What kind of fish does Abimanyu have?

2. What's wrong with Abimanyu's guppies?

3. According to Mr. Riza, what are the causes of pop-eye?

4. What suggestion did Mr. Riza give to Abimanyu?



TASK 7

Study the explanation below to help you understand the expressions of asking and giving suggestion. Discuss it with your classmates. Ask your teacher if you do not understand the explanation.

EXPRESSING ASKING AND GIVING SUGGESTION

When you want to ask for and give suggestion to others, you need to use a specific expression to indicate your purpose. Below are some sentences that can be used to ask for and give suggestion

Asking for Suggestion	Giving Suggestion
Do you have any ideas ? Do you have any suggestions for me? Do you have any advice for me? Would you mind giving me your suggestion? Can you tell me what I should do? What should I do?	You should + V1 You had better + V1 You ought to + V1 I advise you to + V1 I suggest that you + V1 I recommend you + V1

Examples:

Asking for Suggestion	Giving Suggestion
<ul style="list-style-type: none"> My betta fish rejected the sinking pellets that I gave. <u>Do you have any suggestions</u> for my problem? 	<ul style="list-style-type: none"> <u>I suggest that you</u> feed them with vegetable flakes instead of pellets.
<ul style="list-style-type: none"> <u>What should I do</u> to keep my gobby alive? I saw some wounds on its body yesterday. 	<ul style="list-style-type: none"> <u>You had better</u> put it in separated tanks because maybe it was attacked by other fish.



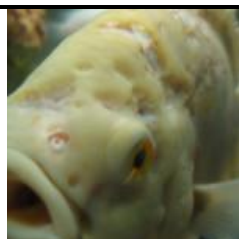
TASK 8

The texts below were taken from a forum in a blog that discusses diseases, symptoms, and the treatment of sick fish. Work in pairs and match the expressions in the left side with the suitable response in the right side. Then, report your answers to your classmates.



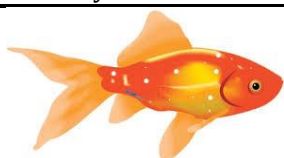
<http://i903.photobucket.com/>

Can anyone help me? My female clownfish has brooklynella. She eats and acts normally but the mucus is starting to look bad. What should I do to give her the best treatment?



<http://yashwantnaik.com/>

My flower horn has small pits and pimples on its head. Do you have any suggestion for my flower horn disease?



<http://www.koilogic.co.uk/>

I found many white bumps on my goldfish. Do you have any advice for me?



<http://catfishfarminginnigeriavideos.blogspot.com/>

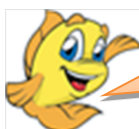
I don't know what happened to my catfish. They died recently with many ulcers on the body. Can you tell me what I should do to stop this mass death.

You should change the water, clean the rocks and add a medication like Quick Cure each day for 10 days. You can also prevent future outbreaks by adding aquarium salt to your tank. If the white bumps go untreated, your fish may die.

I suggest you to use formalin bath. Add at a dosage of 1000 ppm for some 15 minutes. It worked for my friend. Then, put your clown in quarantine tank, lower salinity to 09

You had better give them antibiotics. Mix the antibiotics with the food at a dose of 1 mg/ 1 kg of food. Besides, add 10 kg of salt and papaya leaves in your pond.

I advise you to add DIMETRYDAZOLE (5mg/ltr). Repeat treatment once every 3 days. Do a 20%-30% water change. It is sometimes necessary to inject METRONIDAZOLE, but do it with guidance of qualified personnel. The hole in the fish's head will disappear slowly.

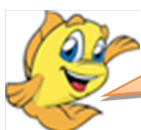


TASK 9

Identify the expression of asking for and giving suggestion in Task 8. Write down the expressions in the column below. Then, report your answers to your classmates.

Asking for Suggestions	Giving suggestion
5.	
6.	
7.	
8.	

CREATING



TASK 10

Your father has problem with his tilapia farms. Many predators eat the fish. He wants to consult this problem to an expert but he doesn't know how to write it. Help him to write an email about the problem with his farm. Phrases in the brackets give you clues of what you have to write.

To : farhanbudiman@gmail.com

Subject : how to keep my fish farm from predator

Good morning Mr. Farhan. I want to consult about my tilapia farms. I have three tilapia ponds that are surrounded by rice fields. _____ (Birds eat tilapia).
 _____ (snakes eat tilapia too).
 _____ (cause big loss).
 _____ (ask suggestion)

Budiman, Magelang

**TASK 11**

3. You have problem with your fish (pond fish/ aquarium fish). Write a message to your friend (one of students in your class). Ask suggestion from his/her because you cannot solve the problem by yourself.

To:

(Your name)

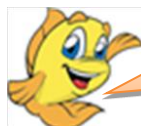
4. Change your message with your friend. You have to help his/ her solve the problem by giving advice/ suggestion.

To:

(Your name)

C. LET'S LISTEN AND SPEAK

OBSERVING

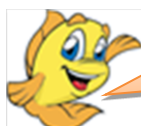


TASK 12

Listen to the dialogue between Hamzah and his teacher. Tick (✓) the items that you want to know.

No	Items you want to know	
1.	The content of the recording.	
2.	How to ask and give suggestion.	
3.	The expression of offering and the responses.	

QUESTIONING



TASK 13

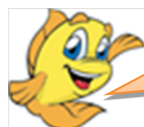
Based on the items you want to know in Task 12, formulate relevant questions. Numbers 1 and 2 have been done as examples.

No	Questions
1.	What is the recording about?
2.	How do ask and give suggestion?
3.	
4.	

Provide answers for questions you formulated in Task 13 based on your knowledge.

No	Answers
1.	
2.	
3.	
4.	

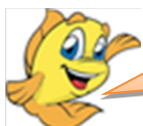
COLLECTING, ANALYZING, COMMUNICATING



TASK 14

Find the Indonesian of the English words below. Then, pronounce the words after your teacher.

cure / kjʊər / :	mass / mæs / :
ulcer / 'ʌlsə / :	death / deθ / :



TASK 15

Listen to the dialogue between Hamzah and his teacher, Mr. Budi and decide whether the statements are true or false. Then, report your answers to your classmates. The listening script is in the Appendix.

No	Statements	T/F	Correction
1.	The competition will be held next month.		
2.	Hamzah will join the competition alone.		
3.	Hamzah and team have a plan to make alternative cure for catfish ulcers.		
4.	Mr. Budi suggested that Hamzah should search the data as much as possible.		
5.	Mr. Budi wants to meet Hamzah and his team at 2 p.m.		



TASK 16

Complete the dialogue between Wawan and the shop assistant of a fish store using words in the box and answer the questions. Then report your answers to your classmates.

antibiotics /,æntɪbaɪ'ɒtɪks/

mouth /maʊθ/

store /stɔːr/

wound /wuːnd/

body /'bɒdi/

disease /dɪ'ziːz/

Shop assistant : Good afternoon. Welcome to 'Ocean' fish 1. _____. Can I help you?

Wawan : I'm looking for a medicine for my koi.

Shop assistant : Hmmm.....What's wrong with your koi?

Wawan : There are white threads in the 2. _____ and its scales is dry too.
Do you have any ideas of what medicine I should use?

Shop assistant : It seems that your koi has columnaris or cotton wool 3. _____. I recommend you to put potassium permanganate in the water to help clear up the condition.

Wawan : What direct action should I take to help care for the disease?

Shop assistant : You can inject antibiotics and treat the 4. _____ directly.

Wawan : Should I separate the infected Koi from the population?

Shop assistant : Yeah sure, you should put it in separated tank so the other fish do not become infected.

Wawan : Okay thank you. I'll take a bottle of potassium permanganate.

Shop assistant : Would you like the 5. _____ too?

Wawan : Yeah sure.

Questions:

1. What did Wawan mean when he asked "Do you have any ideas of what medicine I should use" to the shop assistant?

Wawan wants to ask suggestion about medicine for his sick koi.

2. What did the shop assistant mean when he said "I recommend you to put potassium permanganate in the water to help clear up the condition." to Wawan?

3. What did Wawan mean when he asked “*What direct action should I take to help care for the disease?*” to shop assistant?

4. What did the shop assistant mean when he said “*You can inject antibiotics and treat the wound directly.*” to Wawan?

5. What did Wawan mean when he asked “*Should I separate the infected Koi from the population?*” to the shop assistant?

6. What did the shop assistant mean when he said “*Yeah sure, you should put it in separated tank so the other fish do not become infected.*” to Wawan?

7. What did the shop assistant mean when he asked “*Would you like the injection too?*” to Wawan?

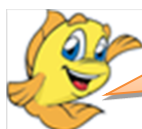
8. What did the Wawan mean when he said “*Yeah, sure*” to the shop assistant?

9. What do you think the meaning of the expressions “*Do you have any ideas of what medicine should I use?*”, “*What direct action should I take to help care for the disease?*”; and “*Should I separate the infected Koi from the population?*”?

10. What do you think the meaning of the expressions “*I recommend you to put potassium permanganate in the water to help clear up the condition.*”; “*You can inject antibiotics and treat the wound directly.*”; and “*you should put it in separated tank so the other fish do not become infected*”.

11. What do you think the meaning of the expression “*Would you like the antibiotics too?*”

12. What do you think the meaning of the expression “*Yeah, sure*”

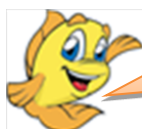


TASK 17

Study the explanation about expressions of asking and giving in Task 7 and study the explanation about expressions of offering below. Discuss them with your friends and ask your teacher if you don't understand the explanation.

EXPRESSING OFFERING

OFFERING	ACCEPTING	REFUSING
- Can I get you some?	- Yes please, that would be great.	- No, thanks
- Would you like some..?	- That's very kind of you. Thank you	- No, thank you
- Do you want some..?	- Sure, I'd love to	
- May I offer you some..?	- Yes. Thank you. That would be nice	
- Would you like me to get you some..?	- I like...	
- What would you like for..?		



TASK 18

Match the expressions in the left column with the suitable responses in the right column below. Report and act them out with your classmates.

Would you like me to accompany you to buy an aquarium?

Do you want grilled lobster?

What would you like for dinner tonight?

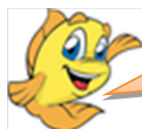
Would you like me to feed your guppies while you are away?

No, thanks. I've just got my lunch

Tuna would be great

Yes, please. Thank you. That would be nice.

That's very kind of you. Now I don't have to be worried to leave



TASK 19

Listen to the following dialogue between Dinda and Dr. Rahmat, a veterinarian. Complete the blanks with suitable expressions in the box. Then report your findings with your classmates.

- Dr. Rahmat : Please come in and have a seat. **(1)** _____ a drink?
- Dinda : Yes please. That would be nice
- Dr. Rahmat : Ok. Here you are. What can I do for you?
- Dinda : Doctor, My guppies have problem. They appear to be swimming in a great hurry but they don't move at all.
- Dr. Rahmat : Hmm..... Is there any other symptoms?
- Dinda : The fins flap very fast, and the fish gasp for breath at the surface.
- Dr. Rahmat : How about the physical symptoms?
- Dinda : Their gills become swollen and discoloured. **(2)** _____?
- Dr. Rahmat : It seems that there are bacteria, fungi, or parasites in water that cause gill disease. You should improve the quality of water in your aquarium.
- Dinda : **(3)** _____ to improve the water quality?
- Dr. Rahmat : You ought to change the water frequently.
- Dinda : **(4)** _____ put medicine to the water?
- Dr. Rahmat : Not necessarily **(5)** _____ add anti-bacterial solution to the water to help cure the disease.
- Dinda : Thank you very much doctor.
- Dr. Rahmat : **(6)** _____ give you pill anti-bacterial?
- Dinda : No, thank you. Liquid would be better.

Do you have any suggestion

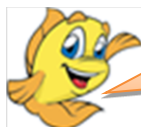
What should I do

you had better

Should I

Would you like

Would you like me to

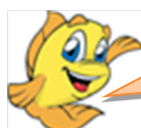


TASK 20

Read the dialogue between Dinda and Dr. Rahmat in Task 19. Complete the table below by listing the expressions of asking for and giving suggestion and also expressions of offering including the way to accept and refuse the offer. Then, report your answers to your classmates.

Asking for suggestion		Giving suggestion	
Expressions of offering		Accepting an offer	Declining an offer

CREATING



TASK 21

Read the dialogues below and complete the blanks using suitable expressions. Do it individually.

- Salwa and Alya are talking about Alya's fish at Alya's house

Alya : Look at my fish Salwa, they are dead whereas I feed them three times a day. 1. _____ to keep the rest alive?

Salwa : I have told you Alya that 2. _____ overfeed them

Alya : Why? does the food make fish die?

Salwa : Not directly but the remains of the food will create bacteria in your tank.

Alya : Did the bacteria cause my fish dead?

Salwa : Absolutely yes.

2. Fahmi is at a pet store.

A Shop Assistant : Good evening. Can I help you?

Fahmi : I want to buy pellets for my sword fish

A Shop Assistant : 1. _____ big package?

Fahmi : Yes, that would be nice

A Shop Assistant : 2. _____ the vitamin for your fish?

Fahmi : No thanks. I still have some at my house



TASK 22

Read the dialogues and complete the blanks using suitable sentences containing expressions of asking for and giving suggestion and offering. Do it individually

1
.

(asking for suggestion)
What should I do to keep
my aquarium fish from
bacteria?

You should clean your
aquarium frequently and
put some anti-bacteria to
the water.

2
.

(asking for suggestion)

I recommend you to see a
veterinarian to help you
cure the rot fin on your
arowana.

3
.

Can you tell me what I
should do to heal white
spots on my goldfish?

(giving suggestion)

4 .

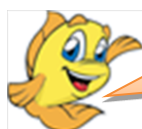
(offering)

Yes please. That sounds great because I really need medicine for my

5 .

Would you like me to feed your aquarium fish?

(refusing an offer)

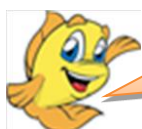


TASK 23

Have short dialogues with your classmate based on the situations given. Use expressions of asking and giving suggestions and also expressions of offering including the responses. Act out the dialogues with your partner.

1. Your aquarium fish seem so weak. They don't have appetite and swim so slow. Ask for a suggestion to your friend who has the same fish as you.
2. Your father asks for a suggestion because some birds ate the fish in the pond. Give your suggestion.
3. You think that you have so many guppies that your aquarium becomes too crowded. Offer your friend to buy some of your guppies.
4. Your sister offers you to feed your clownfish but you have just given them food.

D. HOMEWORK



TASK 24

Find out a consultation rubric about fishery in a printed or online magazine or newspaper. List the expression of asking and giving suggestion that you find. Attach the consultation rubric when you submit the homework. Don't forget to write down the source. Work in pairs.

E. LET'S MAKE A SELF-REFLECTION

Before I studied this chapter	I didn't understand
When I was studying this chapter	<p>Difficulties:</p> <p>.....</p> <p>How I overcame the difficulties</p> <p>.....</p>
After I had studied this chapter	<p>I think</p> <p>.....</p>

F. LET'S MAKE A SUMMARY

Expressions of asking for and giving suggestion

Asking for Suggestion	Giving Suggestion
Do you have any ideas ? Do you have any suggestions for me? Do you have any advice for me? Would you mind giving me your suggestion? Can you tell me what I should do? What should I do?	You should + V1 You had better + V1 You ought to + V1 I advise you to + V1 I suggest that you + V1 I recommend you + V1

Expressions of offering

OFFERING	ACCEPTING	DECLINING
<ul style="list-style-type: none"> - Can I get you some? - Would you like some..? - Do you want some..? - May I offer you some..? - Would you like me to get you some..? - What would you like for..? 	<ul style="list-style-type: none"> - Yes please, that would be great. - That's very kind of you. Thank you - Sure, I'd love to - Yes. Thank you. That would be nice - I like... 	<ul style="list-style-type: none"> - No, thanks - No, thank you

G. UNIQUE FACTS

DID YOU KNOW?



This elaborate underwater structure (found in Japan) was created by a single male pufferfish.

www.shakahariblog.com



img2.wikia.nocookie.net

Pufferfish (ikan buntal) can create underwater crop circles.

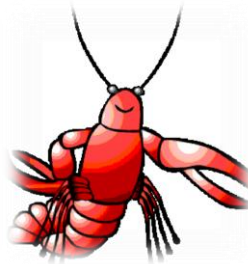


<http://www.hoax-slaver.com>

Salamander Fish can survive without water, not just for an hour or so but for many weeks, sometimes even months



<http://lms.tuts.dragonart.com>



Although [jellyfish](#) and crayfish have the word 'fish' in their name, they aren't actually fish.

SCIENTIFIC APPROACH

CHAPTER 3

HOW TO BREED AND TAKE CARE OF FISH

Pictures :<http://hotsnapshot.blogspot.com>

<http://www.gofishing.co.uk>

<http://i.ytimg.com>

After you graduate from Vocational High School, you are expected to have your own business in fishery industries. One of them is fish farming. The farming is both consumption and aquarium fish. Do you know how to tell others how to do fish farming orally and in writing? In this unit, you will learn the tips how to breed your fish and how to take care of them both orally and in the written form.

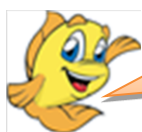
A. WARM-UP**TASK 1**

Study the pictures and answer the questions.

**Questions:**

1. Can you guess what the man is doing?
2. Have you ever tried to do the activity in the picture?
3. What materials are needed by the man?

picture: <http://benihikanmurah.com>



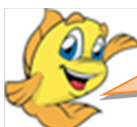
TASK 2

The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English words below. Pronounce the words after your teacher.

adhere (v) / əd'hɪər /	:
appetite (n) /'æpɪtaɪt /	:
Behaviour (n) /br'hervjə/	:
compatible (adj) /kəm'pætə /	:
female (adj) /'fi:meɪl/	:
fry (n) / fraɪ/	:
gestation (n) /dʒe'steɪʃ	:
hatch (v) /hætʃ/	:
injection (n) /ɪn'dʒekʃ /	:
male (adj) /meɪl/	:
rinse (v) /rɪns /	:
shed / ʃed /	:
shell / ʃel/	:
sign (n) /saɪn /	:
stir (v) /stɜ:/	:
surface (n) /'sɜ:fɪs/	:
tank (n) /tæŋk/	:

B. LET'S READ AND WRITE

OBSERVING



TASK 3

Read the procedure text about how to breed carp. Then tick (✓) and write items you want to know.

HOW TO BREED CARP



1. Select good broodstock. Good female broodstock fish have a large egg mass and appear fat. A female carp can be spawned three times a year.



2. Give the fish a series of injections with a hormone that starts the final gonadmaturation process. After the final injection the carp will spawn the next day.



3. Remove the fish from their holding facility if the final maturation process has been completed,



4. Squeeze the eggs out of the female. Make sure that no water touches the eggs or they can't be fertilised. Note the towel to keep the water off the eggs.

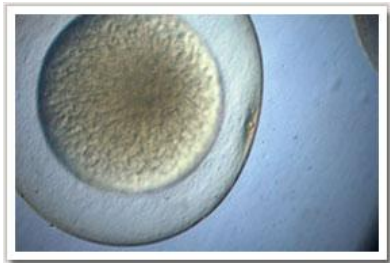


5. Collect the milt, or male sperm by



6. Mix the milt and eggs, and fertilisation of the

gently squeezing the belly. Like the eggs it's important to ensure that no water goes in with the milt.

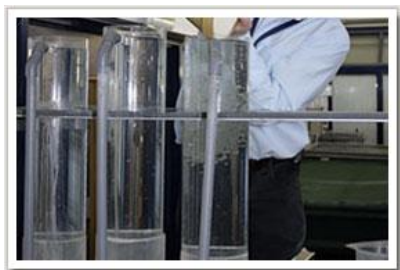


7. The sperm enters the egg via a small hole called a micropile.

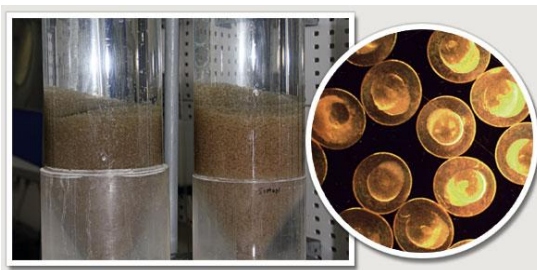
eggs begins.



8. To improve the number of eggs, fertilised is also added. Stir the egg for about an hour and then rinse them to remove the stickiness.



9. Place the eggs in an incubation jar to remove the stickiness. This maintains a flow of clean water over the eggs.

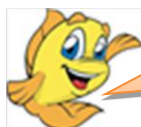


10. The eggs gently roll inside the incubator and develop. They will hatch after about three days.

[Adapted from http://www.gofishing.co.uk](http://www.gofishing.co.uk)

No	Items you want to know	
1.	The Indonesian of the underlined words.	
2.	The content of the text.	
3.	The social function of procedure text.	
4.	The text structure of procedure text.	
5.	The grammar used in procedure text.	
	Write more things you want to know.	
1.	....
2.	....
3	....

QUESTIONING



TASK 4

Based on the items you want to know in Task 3, formulate relevant questions. Numbers 1 and 2 have been done as examples.

No	Questions
1.	What are the Indonesian of the underlined words?
2.	What is the text about?
3.	
4.	

Provide answers for questions you formulated in Task 4 based on your knowledge

No	Answers
1.	
2.	
3.	
4.	

COLLECTING DATA, ANALYZING DATA, AND COMMUNICATING



TASK 5

Read the text entitled “How to breed carp” in Task 3 and match the words in the left box with the words in the right based on the text. Then, report your answers to your classmates. Work in pairs.

broodstock

squeeze

milt

belly

fertilization

stir

rinse

jar

stickiness

hatch

perut

mengaduk

menetas

memeras

merendam

kelengketan

induk

pembuahan

tabung

sperma ikan

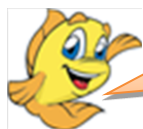


TASK 6

Read the text again and circle the right answers. Then report them to your friends

1. What is the first step to breed carp?
 - c. Give a fish a series of injection
 - d. Choose a good broodstock
 - c. Collect the milt or sperm
 - d. Put a male and female carp together
2. Why is it important to give the fish a hormone injection?

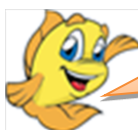
- e. Because it starts the maturation process
 - f. Because a broodstock needs to be healthy and fat
 - g. Because it can increase the number of egg.
 - h. Because it can increase the milt.
3. When will the fish spawn?
- c. One day after the hormone injection
 - c. Three days after the hormone injection
 - d. Two days after the hormone injection
 - d. Four days after the hormone injection
4. After the eggs and milt are collected, what should we do next?
- c. Put them in incubation jar
 - c. Remove them from holding facility
 - d. Mix them in a bowl
 - d. Put the milt inside the broodstock
5. When does the fertilization begin?
- c. When a hormone injection is given mixed.
 - c. When the eggs and milt are
 - d. When the eggs are squeezed out rinsed
 - d. When the eggs and milt are
6. Where does the fertilization happen?
- c. In a bowl
 - c. Inside the female carp
 - d. In an incubation jar
 - d. Inside the male carp
7. The word "they" in step 4 refers to
- c. the milt
 - c. the carp
 - d. the eggs
 - d. the injection
8. How long will the eggs hatch?
- c. After one day
 - c. After three days
 - d. After two days
 - d. After four days



TASK 7

Read the statements below and choose the right statements based on the procedure text you read. Then report them to your classmates.

No	Statements
1.	<input type="checkbox"/> The purpose of procedure texts is to tell the reader how to do something. <input type="checkbox"/> The purpose of procedure texts is to tell the reader about writer's past experience.
2	<input type="checkbox"/> The purpose of procedure texts is to tell the reader an expert's opinion. <input type="checkbox"/> The purpose of procedure texts is to tell the reader how to make something.



TASK 8

Study the explanation about the structure of procedure text. Discuss it with your classmates. Ask your teacher if you don't understand the explanation.

PROCEDURE TEXT

The Definition

There are three common definitions of procedure text as listed below:

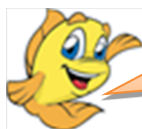
4. Texts that explain how something works or how to use instruction / operation manuals e.g. how to use the video, the computer, mobile phone, etc.
5. Texts that instruct how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules.
6. Texts that deal with human behaviour eg how to live happily, how to succeed.

Generic Structure

3. Goal/aim
4. Materials/equipment (optional)
6. Methods/steps

Language features

1. Using sequencing connectives (e.g: first, second, third, the last)
2. Using command(imperative sentence) (e.g : cycle the water regularly, feed your fish live

**TASK 9**

Read the procedure text and complete the box based on the explanation you read in Task 8. Then, report your answers to your classmates.

How to Breed Goldfish

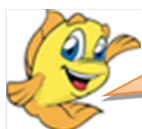
You will need:

- male and female goldfish.
- Main tanks and a breeding tank
- Fry tank (10 to 20 gallons)
- Plants (preferably [live plants](#), though silk or plastic will do)

Instructions :

1. Keep male and female goldfish in separate tanks before choosing breeding pairs. Feed them regularly with high quality dry and live food like brine shrimp and live black worms.
2. Set up a breeding tank with fresh water and good aeration devices. Include aquarium plants that can serve as places for the goldfish eggs to adhere.
3. Adjust the breeding tank's temperature to about 64 degrees F. Make sure that the temperature in your main goldfish tanks is also 64 degrees.
4. Choose breeding goldfish in late spring or early summer. Select three males that have hard, white round growths on their bodies and two fertile females with plump abdomens and left sides. Introduce them into the breeding tank between 5 pm and 7 pm.
5. Turn up the temperature in the breeding tank until it's 68 degrees F. The temperature change encourages breeding activity. Wait for the female to lay eggs and the male to fertilize them.
6. Return the breeding goldfish to the main tank three hours after spawning has occurred.
7. Turn the temperature in the breeding tank back down to 64 degrees. Allow the eggs to incubate for eight to nine days. Add one drop of 1% Methylene Blue per gallon of water to the tank.
8. Watch for hatching after five days. Allow the fry three days to complete their hatching cycle.
9. Feed the fry live food in the form of infusorians, very young brine shrimp, and sifted daphnia.

Adapted from http://www.ehow.com/how_2090229_breed-goldfish.html



TASK 10

Study the explanation about imperative sentences. Discuss it with your classmates. Ask your teacher if you don't understand the explanation.

IMPERATIVE SENTENCE

When you produce a procedure text, you need to use imperative sentences. What is the imperative sentence?

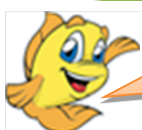
- It is a type of sentence that gives advice or instructions or that expresses request or command.
- An imperative sentence typically begins with the Verb 1. The subject "You" is eliminated. Therefore the formula is:

Verb + Object + Adverb

- **Example:**
-

Keep male and female goldfish in separate tanks

Verb + Object + Adverb



TASK 11

Arrange the jumbled words below into good imperative sentences. Then, report your answers to your classmates.

How to breed discus

1. in - keep - that - is - your discus - big enough - for them - an aquarium

2. water- your fish - conditions - for - maintain- suitable.

3. your - a lot of - discus - protein - feed.

4. keep - tank - eggs - in the same - as - the parents - the.

5. brine - the fry - feed - baby- shrimp.

6. the discus fry - keep - with - the - for 6 weeks - parents

**TASK 12**

Make imperative sentences using the words provided below. Then, report your answers to your classmates.

8. select

9. put

10. feed

11. remove

12. give

13. clean


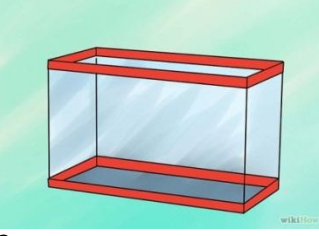

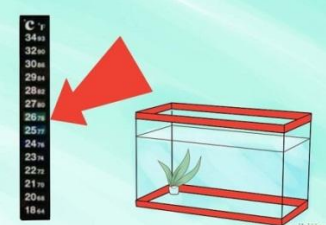


14. keep

CREATING



TASK 13

Fill in the blanks by labeling the pictures with the suitable steps of breeding guppies provided below. Do it individually.

		
<p>1.</p> <hr/> <hr/> <hr/>	<p>2.</p> <hr/> <hr/> <hr/>	<p>3.</p> <hr/> <hr/> <hr/>
		
<p>4.</p> <hr/> <hr/> <hr/>	<p>5.</p> <hr/> <hr/> <hr/>	<p>6.</p> <hr/> <hr/> <hr/>

- Adjust the tank for your fish's needs. Set the temperature to around 77-79 degrees Fahrenheit (25 to 26.11 C) while the females and male are in the tank together
- Know when your fish is about to give birth. Generally, the gestation period will take 26 to 31 days. Some signs of a fish going into labor are: being very still, hanging out near the heater, or a change in appetite (including refusing to eat, or spitting her food out.)
- Select the breeding tank. Select a 10 to 20 gallon tank with a heater and a gentle filter
- Place the guppies in the breeding tank. At this point, all you can do is wait for your fish to breed. Place the male back in the regular tank when you notice that your female(s) are pregnant. A pregnant guppy has a dark mark on her abdomen. This mark is called a gravid spot
- Select the fish you want to breed in terms of number of fish (normally one male and two or three female), pattern, and tail shape
- Set up the tank. Sadly, guppy parents can turn rather cannibalistic so you will need to provide the fry with hiding places for after they are born. Adapted from www.wikihow.com

**TASK 14**

Interview a fish farmer about how to breed a certain kind of fish. Then write down the result of your interview. You can do the interview in pairs or in groups but write down the result individually.

Goal _____

Materials (optional):

- Steps
1. _____

 2. _____

 3. _____

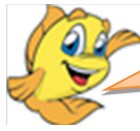
 4. _____

 5. _____

 6. _____

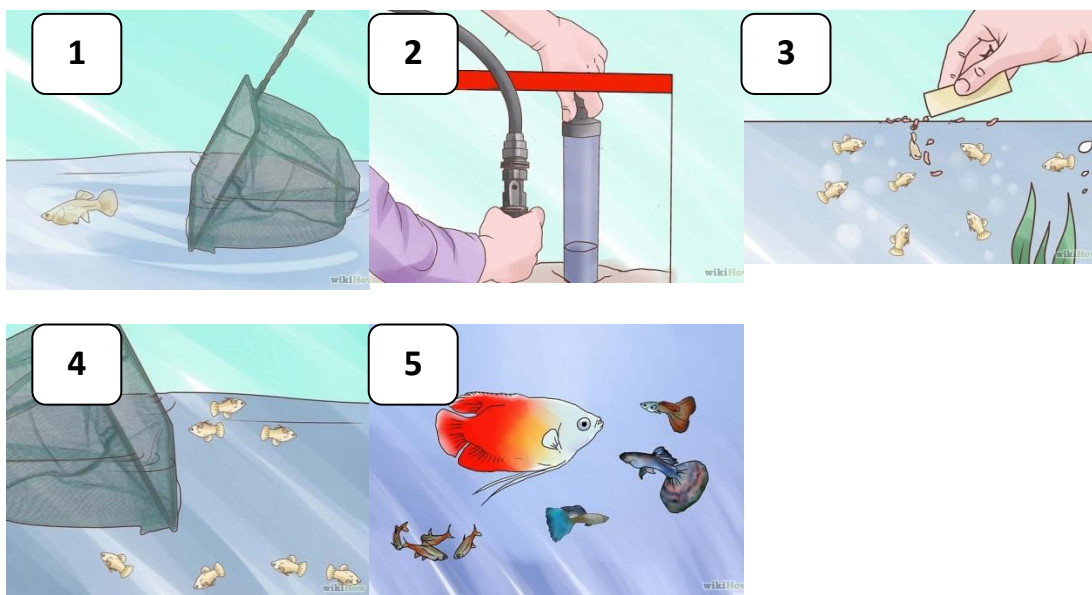
 7. _____

C. LET'S LISTEN AND SPEAK



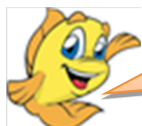
TASK 15

Listen to the procedure text about how to take care of guppy fry after they were born. Tick (✓) and write items that you want to know.



No	Items you want to know	
1.	The content of the recording.	
2.	How to tell a procedure text in form of tips.	
3.	Why the speaker use the words first, second, then, and finally.	
4.		
5.		
	Write more things you want to know.	
1.	....
2.	....
3.	....

QUESTIONING



TASK 16

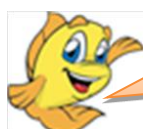
Based on the items you want to know in Task 15, formulate relevant questions. Numbers 1 and 2 have been done as examples.

No	Questions
1.	What is the recording about?
2.	How do you tell a procedure text in form of tips?
3.	
4.	

Provide answers for questions you formulated in Task 16 based on your knowledge.

No	Answers
1.	
2.	
3.	
4.	
5.	

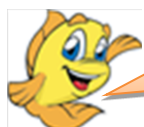
COLLECTING, ANALYZING, COMMUNICATING



TASK 17

Find the meanings of the words below in a dictionary. Then pronounce the words after your teacher.

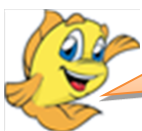
fry /fraɪ /	:	tank /tæŋk/	:
flake /fleɪk/	:	female /'fi:meɪl/	:
remove /rɪ'mu:v/	:	feed /fi:d /	:
fend / fend/	:	brine /bræn /	:



TASK 18

Listen to the text entitled how to take care of guppy fry and check whether the statements below are true or false. If they are false, correct them. Then report your answers to your classmates.

No	Items	True	False	Corrections
1.	Mamma guppy will be cannibalistic and eat her babies.			
2.	Fry need to live in a tank that is more than degrees C.			
3.	Guppy fry only eat vegetable flakes			
4.	The fry can be removed to normal tank when they are about a month and a half to two months old.			
5.	Guppy fry can be put with all kinds of fish including the aggressive one.			



TASK 19

Study the explanation about sequencing connectives. Discuss it with your friends. Ask your teacher if you don't understand the explanation.

SEQUENCING CONNECTIVES

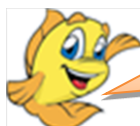
In telling a procedure text about tips, sometimes you need sequencing connectives because:

- These help to develop the logical sequence of your ideas.
- They enable you to show chronological order

The sequencing connectives include *first, second, third, then, after that, before, etc.*

Example :

4. **First**, make sure your water condition is good
5. **Second**, set your water temperature.
6. **After that**, put your fish to the aquarium.

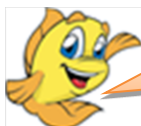


TASK 20

You will hear a man giving tips to take care of a blue gourami. Listen and arrange the jumbled paragraphs into a good text by giving a number to the boxes. Then, underline the connectives. After that, report your answer to your classmates.

- ☐ Then, keep your tank very clean and make sure the filter is working properly. Keep the water warm for your Gourami.
- ☐ Hi Gourami lovers. I am Brian and today I will give you tips to take care of your blue gourami.
- ☐ Second, look closely at your fish. You will know the conditions and the emotions of your fish by the colour of its body and the spots.
- ☐ First, be sure that your Blue Gourami is in the proper aquarium with the proper tank mates.
- ☐ After that, give your new friend a place to hide. The Blue Gourami gets scared very easily. Add plants to the tank for the fish to hide.
- ☐ Then, know what Behaviour to expect. It is normal for the fish to stick its mouth up to the surface, it's very important to find the proper tank mates or it will attack other fishes.

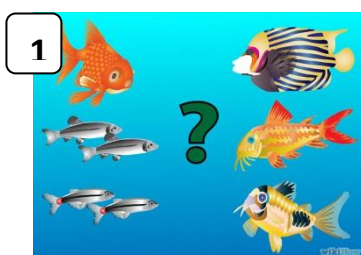
Adapted from www.wikihow.com/Take-Care-of-a-Blue-Gourami



TASK 21

Listen to the procedure text entitled “How to take care of your aquarium fish and fill in the blanks with the words in the box. Work in pairs. Then report your answers to your classmates.

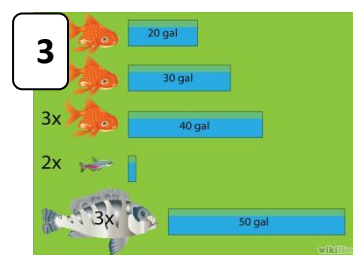
tropical /'trɒpi /	cycle /'saɪ /	add /æd/	equipment /ɪ'kwɪpmənt/
water /'wɔ:tə/	feed /fi:d/	tails / teɪlz/	jumping /'dʒʌmpɪŋ/
tank /tæŋk /	fish /fɪʃ/	feed / fi:d/	compatible / kəm'pætə /



Decide whether you want _____ (angelfish, corydoras catfish) or Coldwater fish (goldfish and minnows fish)



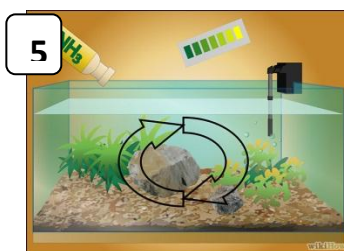
Decide what kind and how many fish you want. Research before putting species together. Some fish are _____, others aren't.



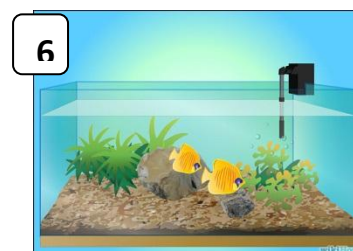
Get an appropriately sized _____. Look up the minimum tank size for each fish.



Make sure you have all the proper _____ - filters, heaters, water conditioner, test kit, etc.

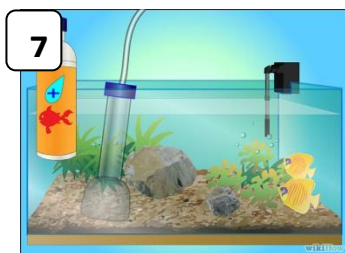


Set up the tank and _____ it.

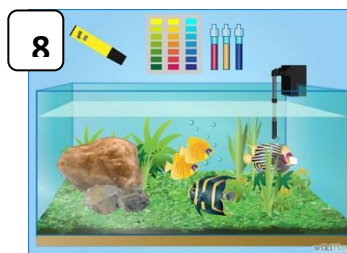


Put your fish in. Only _____ a few fish to start with, and slowly build up the population.

continue...



Change the _____ weekly. 20-30% is a good amount.



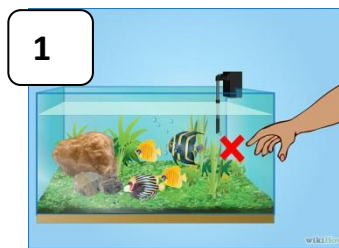
Test the water regularly. Make sure you have 0 ammonia, 0 nitrite, and under 40 nitrate.



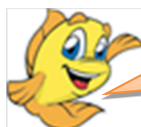
_____ your fish two or three times a day.



Monitor your fish and check for anything strange: changing colour, falling off fins, damaged _____, etc.



Try not to stress out your fish. This includes putting your hand in the tank when you don't need to, touching them, or _____ near the tank.



TASK 22

www.wikihow.com

Listen again the dialogue in Task 21 and answer the questions. Then report your answers to your classmates.

1. Why can't you put all species together in the same tank?

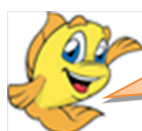
2. Is it important for you to have all the proper equipment? Why?

3. How often should you change the water?

4. How many times should you feed your fish?







5. What actions can stress your fish?

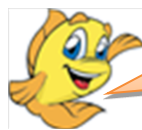
CREATING



TASK 23

The pictures below give you information how to take care of crayfish. Give captions to the pictures. Don't forget to use imperative sentences and connectives if needed. Use the words as clues to make sentences. Do it individually. Then present your answers in front of 4 students.

HOW TO TAKE CARE OF CRAYFISH		
Pictures	Clues	Sentences
1 	crayfish, tropical fish store, pet store	First, Get a crayfish at a tropical fish store or another pet store.
2 	right tank, decoration, 70-75 degrees fahrenheit	
3 	sinking pellets, vegetables, frozen food, chicken	
4 	other fish, eat	
5 	take extra care, molt, shed. don't remove the shell.	
6 	keep, escaping, tank	



TASK 24

Imagine that you are an aquarium fish lover and you want to share the tips to take care of one of the fish below to others. Use imperative sentences and sequencing connectives. You should have at least 5 steps. Do it individually and report it to your classmates orally. Remember, you have to choose one fish only.

5. How to take care of flowerhorn fish (Luo Han)



<http://juriglouhan.files.wordpress.com>

6. How to take care of arowana



<http://dody94.files.wordpress.com>

7. How to take care of angel fish



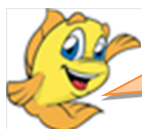
www.reeflivesurvey.com

8. How to take care of clownfish



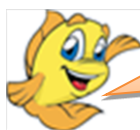
<http://www.myinterestingfacts.com>

D. HOMEWORK



TASK 25

Find a video that consists of tips to take care of a certain fish in www.youtube.com. Paraphrase it using your own words in a piece of paper. Do it individually.



TASK 26

Make a video that contains a demonstration about how to take care of a certain water animal. You may use pictures as properties. Put your video in a dvd-rw. Work in pairs.

E. LET'S MAKE A SELF-REFLECTION

Before I studied this chapter	I didn't understand
When I was studying this chapter	Difficulties: How I overcame the difficulties
After I had studied this chapter	I think.....

F. LET'S MAKE SUMMARY

PROCEDURE TEXT

The Definition

There are three common definitions of procedure text as listed below:

4. Texts that explain how something works or how to use instruction / operation manuals e.g. how to use the video, the computer, mobile phone, etc.
5. Texts that instruct how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules.
6. Texts that deal with human behaviour eg how to live happily, how to succeed.

Generic Structure

4. Goal/aim
5. Materials/equipment (optional)
6. Methods/steps

IMPERATIVE SENTENCE

Imperative sentence is a type of sentence that gives advice or instructions or that expresses request or command.

An imperative sentence typically begins with the verb 1.

SEQUENCING CONNECTIVES

In telling a procedure text about tips, sometimes you need sequencing connectives because:

- These help to develop the logical sequence of your ideas.
- They enable you to show chronological order

Example :

4. **First**, make sure your water condition is good
5. **Second**, set your water temperature.
6. **After that**, put your fish to the aquarium.

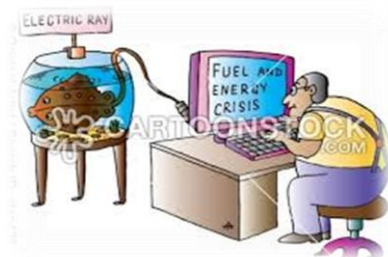
G. UNIQUE FACTS

DID YOU KNOW?



The oldest known age for a fish was an Australian lungfish. In 2003, it was still alive and well at 65 years old

<http://photos.zoochat.com>



Electric eels and electric rays have enough electricity to kill a horse.

<https://www.google.com/search?q=Electric%20eels>



Anableps, four-eyed fish, can see above and below water at the same time.

<http://www.forum.aquastatus.ru>

APPENDIX

UNIT 1

TASK 20

CARP

Carp, along with goldfish, roach, and tench, belong to the *Cyprinidae* family. Carp are native to central Asia. Now, they become most widely distributed freshwater fish in the world.

They have small eyes, thick lips, a forked tail and a single dorsal (top) fin with strongly serrated spines. The scales are large and thick. The colour of carp varies. In the wild they are usually olive green to bronze or silvery in colour with a paler underside.

Carp are usually found in still or slowly flowing waters at low altitudes, especially in areas where there is abundant aquatic vegetation. They are also found in brackish lower reaches of some rivers and coastal lakes.

Carp are omnivorous. They consume a range of small food items such as molluscs, crustaceans, insect larvae and seeds. These food items are sucked up (along with mud and water) from the bottom and filtered out using the gill rakers. Carp rarely eat fish, but may consume fish eggs and larvae and disturb breeding sites.

Under suitable conditions, carp are highly prolific. They mature early – as early as 1 year for males and 2 years for females – and the females produce large numbers of sticky eggs (up to 1.5 million for a 6kg fish). Carp migrate to and from breeding grounds during the breeding season, sometimes they travel hundreds of kilometres. Most eggs and larvae die before they reach adulthood, although more may survive if environmental conditions are suitable. (<http://www.dpi.nsw.gov.au>)

TASK 24

A guppy (*Poecilia reticulata*), also known as rainbow fish, is one of the most popular [fresh water aquarium fish species](#). The natural range of guppies is in northeast South America.

Adult guppies range to 2½ inches length. They have cute faces and beautiful colours like red, green, blue, yellow, black, bronze, and the combination of those. Male guppies, which are smaller than females, have ornamental caudal and dorsal [fins](#), while females are duller in colour.

They are very easy to keep them in an aquarium because they are highly adaptable and thrive in many different environmental and ecological conditions. Guppies prefer a [hard water aquarium](#) with a temperature between 25.5 and 27.8 °C and salt levels equivalent to one tablespoon per 19 litres.

Wild guppies generally feed on [benthic algae](#) and aquatic insect [larvae](#) but as pets, they like both meat and vegetable flakes.

UNIT 2

TASK 12

- Hamzah : Good morning Mr. Budi!
- Mr. Budi : Good morning Hamzah
- Hamzah : I want to have a consultation dealing with the competition of innovation in fish farming which will be held next three month.
- Mr. Budi : Yeah sure. What's the problem? Have you found the idea?
- Hamzah :Yes, Sir. I and my team want to develop alternative cure for the ulcers that caused mass death of catfish that is faced by our farmers recently. The problem is we don't know what to do first. Do you have any suggestion for us?
- Mr. Budi : That's very great idea. I suggest you collect the information or data about the concept from books and internet as much as possible.
- Hamzah : Then, what should we do next?
- Mr. Budi : You should list and collect the materials that you need to make the alternative cure and state the advantages. Then you should have practice to demonstrate the steps to make the cure.
- Hamzah :Okay, Sir. Thank you for the suggestion. Now I know what to do.
- Mr. Budi competition? :Yeah.. it's okay. Would you like to see the document of last year
- Hamzah : I'd love to. That would help a lot. I'll tell my team.
- Mr. Budi : Okay, see me at 2 this afternoon in my office
- Hamzah : Yes, Sir. Thank you very much

UNIT 3

Task 15

How to take care of Guppy Fry

- First, remove your female guppy from the breeding tank once the fry have been born because mama guppy can occasionally become cannibalistic and will eat their babies.
- Second, keep the tank clean and at a healthy temperature. Fry need to live in a tank that is around 25.5 degrees C.
- Then, feed the fry the right food. Guppy fry eat [brine shrimp](#), micro-worms or powdered flakes. They should be fed twice a day. Guppies enjoy both meat and vegetables. You should feed your guppies vegetable flakes, as well as standard flakes.
- After that, take steps to ensure that your fry are healthy. This means removing any fry that have died.
- Finally, move the fry to the normal tank when they get big enough. About a month and a half to two months old, they will be ready to fend for themselves outside of the breeding tank. You can put them into your normal tank with non-aggressive fish, sell them to your local pet store, or give them to friends as gifts.

TASK 20

7. Hi Gourami lovers. I am Brian and today I will give you tips to take care of your blue gourami.
8. First, be sure that your Blue Gourami is in the proper aquarium with the proper tank mates.
9. Second, look closely at your fish. You will know the conditions and the emotions of your fish by the colour of its body and the spots.
10. After that, give your new friend a place to hide. The Blue Gourami gets scared very easily. Add plants to the tank for the fish to hide.
11. Then, know what Behaviour to expect. It is normal for the fish to stick its mouth up to the surface, it's very important to find the proper tank mates or it will attack other fishes.
12. Then, keep your tank very clean and make sure the filter is working properly. Keep the water warm for your Gourami.

TEXT SOURCES

<http://en.wikipedia.org/>
<http://www.britannica.com>
<http://www.aquariumlife.net>
<http://www.gofishing.co.uk>
http://www.ehow.com/how_2090229_breed-goldfish.html
www.wikihow.com
[http://www.dpi.nsw.gov.au\)](http://www.dpi.nsw.gov.au)

PICTURE SOURCES

<http://bioexpedition.com>
[http:// wikimedia.org](http://wikimedia.org)
<http://www.reeflivesurvey.com>
<http://bioexpedition.com>
<http://tropicalfish.com>
<http://www.flmnh.ufl.edu>
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<http://benihikanmurah.com>

<http://www.wikihow.com>

APPENDIX J

(Permit letters)

